WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC
WSC

WORCESTER STATE COLLEGE

DIVISION OF GRADUATE EDUCATION
& SPECIAL PROGRAMS

CATALOG '75-'76

WSC

1975 - 1976

Fall Semester: September 8 - December 15

Spring Semester: January 19 - May 10

DIVISION OF GRADUATE EDUCATION & SPECIAL PROGRAMS

JOSEPH J. ORZE, *B.F.A., M.S., Ed.D.*
President

NOEL J. REYBURN, *B.S., M.A., Ed.D.*
Vice President and Academic Dean

GEORGE P. MELICAN, *B.S., M.Ed., Ed.D.*
Dean, Graduate Education & Special Programs

GERTRUDE R. LEEDS, *A.B., M.A.*
Associate Director, Continuing Education

HELEN PROSTAK, *B.S., M.Ed.*
Staff Assistant

BOARD OF TRUSTEES

MRS. SYLVIA K. BURACK, Chairman
72 Penniman Road
Brookline, Massachusetts 02146

MR. WALTER H. FLINN, Vice-Chairman
One Boston Place
Boston, Massachusetts 02108

MRS. RUTH L. BRIGGS
20 Carpenter Road
Walpole, Massachusetts 02081

MR. JOHN M. CATALDO
81 Hicks Avenue
Medford, Massachusetts 02155

MR. PETER S. diCICCO
12 Post Office Square
Lynnfield, Massachusetts 01940

MR. CARLTON W. EDMONDS, JR.
229 Wilbraham Road
Springfield, Massachusetts 01109

MR. GEORGE H. ELLISON
75 Federal Street, Suite 1012
Boston, Massachusetts 02110

MR. ARTHUR J. GARTLAND
One Boston Place
Boston, Massachusetts 02108

MRS. ELAINE S. MARKS
45 Woodmere Road
Framingham, Massachusetts 01701

MR. RAYMOND RAPOSIT
Student Government Office
Bridgewater State College
Bridgewater, Massachusetts 02324

MR. JAMES M. SHEA
155 Washington Street
Salem, Massachusetts 01970

MRS. HELEN C. VANDERBILT
Oblong Road
Williamstown, Massachusetts 01267

EX-OFFICIO

DR. JANET G. MURPHY, Interim Director
Massachusetts State College System
53 State Street
Boston, Massachusetts 02109

TABLE OF CONTENTS

Academic Calendar 4
Introduction 5
General Information 9
Faculty 17
Course Listing 21

CALENDAR

FALL SEMESTER

Classes Begin
Week of September 8
Columbus Day Holiday - no classes
October 13 (make-up day - October 17)
Professional Day - no classes
November 4 (make-up day - November 7)
Veterans Day Holiday - no classes
November 11 (make-up day - November 14)
Thanksgiving Vacation
November 26 & November 27 (make-up day for November 26 - December 5; make-up day for Nov. 27 - December 12)
Classes End
Week of December 15

SPRING SEMESTER

Classes Begin
Week of January 19
Vacation
February 16 - 20
Vacation
March 15 - 19
Patriots' Day Holiday - no classes
April 19 (make-up day April 23)
Classes End
Week of May 10

INTRODUCTION

To fulfill the mission of a member institution of the Massachusetts State College System, Worcester State College's Division of Graduate Education and Special Programs is dedicated to the goals promulgated by the Board of Trustees of the State College System in the Agenda for Renewal.

Mindful of its historic role as a public institution and aware of primary responsibility to serve the needs and reflect the wishes of the citizens of Massachusetts while simultaneously maintaining academic traditions and integrity, the Division aspires to promote the welfare of the present and future college community within a flexible framework.

The Division therefore strives toward the following objectives:

To extend the opportunities of higher education to the greatest number of students, regardless of age, sex, race, color, creed and ethnic origin;

To encourage the individual student in his/her search for self-fulfillment personally and professionally throughout his/her life span;

To nurture the student's commitment to life-long learning by such means as the ability to analyze and synthesize information, to think independently and critically, and to respect the opinions and cultures of all peoples while seeking to improve the quality of human life (physically, politically, socially, economically and psychologically);

To continue to strengthen the quality of academic offerings within the Division;

To maintain flexibility regarding the diversity of courses and programs while guarding against unnecessary proliferation and responding to emerging needs and interests of all citizens;

To expand the service to the public which has been a strong tradition in public higher education;

To cooperate with other public and private institutions of higher education in program development as well as in the use of faculty and facilities;

To improve articulation with two-year colleges in order to facilitate student transfer and mobility;

To prepare individual students to meet the present and emerging needs of society while simultaneously maintaining concern for the student's career priorities;

To continuously provide options and opportunities which evidence an awareness of individual learning styles;

To continuously be aware of the necessity for new programs, develop them expeditiously while maintaining academic integrity;

To provide additional educational options for personal

and professional renewal;

To cooperate with public and private institutions in attempting to meet societal and institutional priorities;

To encourage individual awareness of and involvement with community, state, national and universal concerns and problems;

To make the most effective and efficient use of the human, natural and material resources of the college and community populations.

THE GRADUATE DIVISION

Master of Education

Master of Arts - Master of Science

Certificate of Advanced Graduate Study

Worcester State College is accredited at the Graduate Level by the New England Association of Schools and Colleges.

A graduate degree is evidence of scholarly accomplishment, academic achievement, creative and critical ability, and the capacity to apply and interpret what has been absorbed by the individual student in an ethical academic manner. The primary objective of Graduate Education at Worcester State College is the individual student's professional and personal improvement. To attain this goal the Division of Graduate Education and Special Programs continually strives to provide opportunities, through its various programs of study, for the development of professional competencies in a number of disciplines. This endeavor is pursued in an atmosphere which is both challenging and rewarding since the staff and faculty are mindful of their responsibility to provide creative leadership to the citizens of the Commonwealth of Massachusetts. At present, the Division of Graduate Education and Special Programs offers (or plans to offer, pending approval) the following programs of study:

MASTER OF EDUCATION DEGREE CONCENTRATIONS

ADULT EDUCATION
AUDIO-VISUAL MEDIA
CHEMISTRY
COMMUNITY EDUCATION
COMPUTER SCIENCE
COUNSELOR EDUCATION

EARLY CHILDHOOD EDUCATION
ELEMENTARY EDUCATION
ENGLISH
HEALTH EDUCATION
HISTORY
LANGUAGE ARTS
LEADERSHIP AND EDUCATIONAL ADMINISTRATION
LEARNING DISABILITIES
LIBRARY SCIENCE – MEDIA
MATHEMATICS
NATURAL SCIENCE
READING SPECIALIST
SECONDARY EDUCATION
SPANISH
URBAN EDUCATION

MASTER OF ARTS – MASTER OF SCIENCE

BIOLOGY
CHEMISTRY*
ENGLISH*
HISTORY*
HISPANIC STUDIES*
MATHEMATICS*

**Pending Approval*

CERTIFICATE OF ADVANCED GRADUATE STUDY

COUNSELOR EDUCATION
LEADERSHIP AND EDUCATIONAL ADMINISTRATION

In order to become a candidate for a degree, a student must formally apply for matriculation and be accepted into a specific degree program. Students enrolled in courses but not formally matriculated are considered non-matriculated students. The Division recommends that graduate students take no more than two courses prior to applying for matriculation and being accepted into a degree program.

A student who matriculates early in his/her program is assigned an advisor in the particular field of study, has an opportunity to develop an approved program of study, and is no longer affected by any subsequent changes in degree requirements.

Students who desire complete information regarding the programs of study, procedure for admission as matriculated

graduate students, requirements for degrees, etc. should contact:

The Division of Graduate Education
Worcester State College
486 Chandler Street
Worcester, Mass. 01602
Phone number — 754-6861 (ext. 253, 273, 388)
or 799-2405

THE DIVISION OF SPECIAL PROGRAMS

Worcester State College offers a spectrum of opportunity to different individuals and groups within the Commonwealth.

Students of traditional college age and purpose can pursue a baccalaureate degree in Administrative Studies, English, Psychology and Sociology. Students who are matriculated in the day program may accelerate their progress toward a degree by enrolling in courses offered in the late afternoon or evening (which carry undergraduate credit).

Students with academic deficiencies are able to enroll in courses which are specifically for the purpose of remediation.

Additionally, high school students are afforded the opportunity (with the approval of the appropriate high school personnel) to "taste" the rigors and challenges of college academic life.

The Division also provides the vehicle for in-service learning as well as retraining and certification at the post-baccalaureate level.

In all its many efforts the Division aims to encourage and reward personal, academic, and professional growth in a creative atmosphere of higher education.

GENERAL INFORMATION

REGISTRATION

FALL SEMESTER 1975

Registration for all students (in person & mail)	Aug. 18 – Sept. 12
Late registration	Sept. 15 – Sept. 19

SPRING SEMESTER 1976

Registration for all students (in person & mail)	Dec. 15 – Dec. 19 Jan. 5 – Jan. 23
Late registration	Jan. 26 – Jan. 30

Registration – Hours for both semesters:

Monday – Thursday	9 a.m. to 9:30 p.m.
Friday	9 a.m. to 4:30 p.m.

TUITION

Graduate and Continuing Education Students and all Matriculating Undergraduate Students taking Graduate Level Courses . . .

	per credit hour
Massachusetts Resident	$25.00
Non-Resident of Massachusetts	$32.00
Audit (Resident and Non-Resident)	$18.00

FEES

*Registration Fee (per Session)	$10.00
*Library Fee (per Session)	$10.00
Late Registration Fee	$ 2.00
Course Change Fee	$ 2.00
Commencement Fee (for those receiving degrees)	$ 5.00
Parking Fee (payable separately)	$ 2.00

**Registration and Library Fees are not refundable under any circumstances.*

ALL TUITION AND FEES ARE DUE ON THE DATE OF REGISTRATION AND MUST BE PAID BY EITHER CHECK OR MONEY ORDER.
CASH WILL NOT BE ACCEPTED!

TEACHER VOUCHERS

Individual students holding valid teacher vouchers from Worcester State College are exempt from tuition charges only - and only for one course which may not exceed three (3) semester hours.

Vouchers will be honored for one year from the date of issuance. Vouchers are not transferable.

All required fees must be paid at the time of registration when the voucher is presented.

DEGREE CANDIDATES

All degree candidates must file an Intention to Graduate form with the Dean of the Graduate School when registering for the final course.

FINANCIAL AID

Information regarding the availability of financial aid should be obtained by contacting Mr. Angelo Scola, Financial Aid Office, Room 213 of the Administration Building — Telephone number 754-6861, ext. 214 or 238.

VETERANS INFORMATION

World War II and Korean veterans pay only fees. These students must present proof of dates of entry and of discharge at the time of registration.

Vietnam period veterans eligible for benefits pay full tuition for courses taken in Graduate and Continuing Education (under an amendment passed by the Massachusetts Legislature on July 1, 1972).

Veterans who have exhausted their benefits and/or veterans with questions or problems should contact — Mr. Walter Lennon, Veterans Coordinator, Worcester State College, Administration Building — Room 214, 486 Chandler Street, Worcester, Mass. 01602. Phone number— 754-6861 ext. 293, or 358.

WITHDRAWAL AND REFUNDS

Failure to attend a course does not automatically constitute official withdrawal from a course. Proper notice must be filed with the Office of Graduate Education and Special Programs, otherwise a grade of F will be recorded. Students who officially withdraw from a course will receive a refund in accordance with the following schedule:

Withdrawal prior to the second (2nd) class meeting	100%
Withdrawal prior to the third (3rd) class meeting	80%
Withdrawal prior to the fourth (4th) class meeting	60%
Withdrawal after the fourth (4th) class meeting	no refund

NO REFUND IS GRANTED IF THE COURSE STATUS IS CHANGED FROM CREDIT TO AUDIT.

REGISTRATION AND LIBRARY FEES ARE NOT REFUNDABLE UNDER ANY CIRCUMSTANCES.

Refunds are based on the number of course meetings scheduled, *NOT* the number of classes attended.

CANCELLATION OF COURSES

The Dean of the Division of Graduate Education and Special Programs reserves the right to cancel any course which does not have a sufficient enrollment or for any other reason deemed to be in the best interest of the College. Students who have enrolled in a course which is cancelled, may transfer to another course without the imposition of a course change fee or may receive a full refund of tuition charges.

CANCELLATION OF CLASSES

In the event of cancellation of class sessions due to inclement weather or other unforseen occurrences affecting the operation and/or maintenance of college facilities the community will be informed via radio. Students should tune in to any of the following stations: WAAB, WBZ, WNEB, WORC, WSRS, WTAG.

Every effort will be made to provide adequate notice of cancellation in order to avoid inconveniencing students who might be affected.

GRADING POLICIES

The grading system in effect in the Division of Graduate Education and Special Programs at Worcester State College consists of the following:

Letter grades — A, A-, B+, B, B-, C+, C, C-, D+, D, E.

Incomplete (INC). A grade of INC indicates that the student has been granted an extension of time to complete the requirements of the course by the individual faculty member.

ACADEMIC ADVISEMENT

It is urgently recommended that the guidance and advice of the divisional staff and the program advisor in the specific field of concentration or program be sought and followed in the student's plan for a course of study.

Assistance in the selection of and registration for courses is available at the Office of Graduate Education and Special Programs, Room S-112, Science Building, Worcester State College, 486 Chandler Street, Worcester, Mass. 01602, Telephone number 754-6861 (ext. 253, 273, 388) or 799-2405.

GRADUATE RECORD EXAMINATION

The graduate record examination is scheduled on the following dates during the 1975-76 academic year: Oct. 18, 1975, Dec. 13, 1975, Jan. 10, 1976, Feb. 28, 1976 (aptitude test only) April 24, 1976, June 12, 1976.

COURSE CREDIT

All course carry three semester hours of credit unless

otherwise indicated. No credit will be granted for a course repeated under a new title or number.

MOTOR VEHICLE REGULATIONS

All students enrolled in courses which are offered by the Division of Graduate Education and Special Programs must register any motor vehicle which they intend to operate on campus. Registration of cars and issuance of parking decals will take place during the first week of classes in each semester outside the Science Study Hall. Students may also comply with these regulations by contacting the Planning and Development Office in Room A308 in the Administration Building of Worcester State College. A fee of $2.00 will be charged for each car registered.

BOOKSTORE

The College Bookstore is located on the lower floor of the Gym Building. During the academic year, the bookstore hours will be: August 25th - August 29th, 9:00 a.m. - 4:30 p.m.; September 3rd - September 5th, 8:30 a.m. - 7:30 p.m.; September 8th - September 11th, 8:30 a.m. - 7:30 p.m., September 15th - September 18th, 8:30 a.m. - 7:30 p.m.; September 19th on 8:30 a.m. - 4:30 p.m. (Regular Hours). Refund and Exchange Policy is posted in the Bookstore. Books should be brought back within four weeks after classes begin, or, if a book arrives late, within four weeks of notification to the instructor. Book returns to publishers are made after four weeks of sale.

LEARNING RESOURCE CENTER

Combining the college's library and communication services divisions, the LRC offers the student a comprehensive and excellent information resource program. The main collection of over 100,000 volumes is complemented by more than 800 current periodicals and a large collection of non-print materials. In addition, the LRC maintains a quality educational resources and childrens collection, plus extensive numbers of research and serials material in microform.

The Communication Services Division provides a comprehensive technological service base, including audio-visual services, off-set copy center, instructional graphics and photography, film rentals and audio and video recording, providing faculty and students with an alternative series of instructional strategies and learning modes.

Students are urged to make use of the services provided by the LRC. Details regarding hours during which the LRC is open can be determined by calling the LRC Circulation Desk (754-6861, ext. 328), or by visiting the Learning Resource Center.

ACCESS TO RECORDS

Students have the right to view educational records kept in the Office of Graduate Education & Special Programs pertaining to them. Parents of students under 18 and/or parents of a student who is dependent upon such parents for Federal Income Tax purposes have the right to view the records. Faculty and staff members having legitimate educational interests may view the records. Authorized Federal and State officials may view the records. Organizations conducting authorized studies may view the records if the identity of the student will not be revealed in their study report(s) and/or publications. Persons processing a student's financial aid application may view the records. Recognized accrediting agencies and organizations may view the records in pursuit of their accrediting functions. In an emergency, the Dean of Graduate Education & Special Programs (or his designee) may permit access to the records if this access is necessary to protect the health or safety of the student or other persons. The student may grant access to individuals or organizations not specified above. This must be written permission. The organization or individual so designated must provide proof of identity in order to view the records.

Confidential evaluations and recommendations which were placed in the file before January 1, 1975 are not available for viewing by students or parents. A student may voluntarily waive his/her right of access to the records. Any such waiver should become part of the student's file.

Students must complete the form Request for Viewing Records. Parents eligible to view records must complete the same form. Individuals and/or organizations granted permission by the student to view his/her record must

present the completed form Authorization for Release of Educational Information. Authorized individuals and/or organizations must sign the log contained in the student's file. All requests by students, parents and individuals or organizations given permission via the appropriate form must be referred to the Dean of Graduate Education & Special Programs or his designee for compliance. NO OTHER PERSONNEL CAN TAKE ACTION ON THESE REQUESTS.

COMPREHENSIVE EXAMINATIONS

Effective July 1, 1975 Comprehensive Examinations will be given in the area of concentration. Students who are matriculated in a degree program are urged to familiarize themselves with their comprehensive requirements through consultation with their program advisor.

TRANSCRIPTS

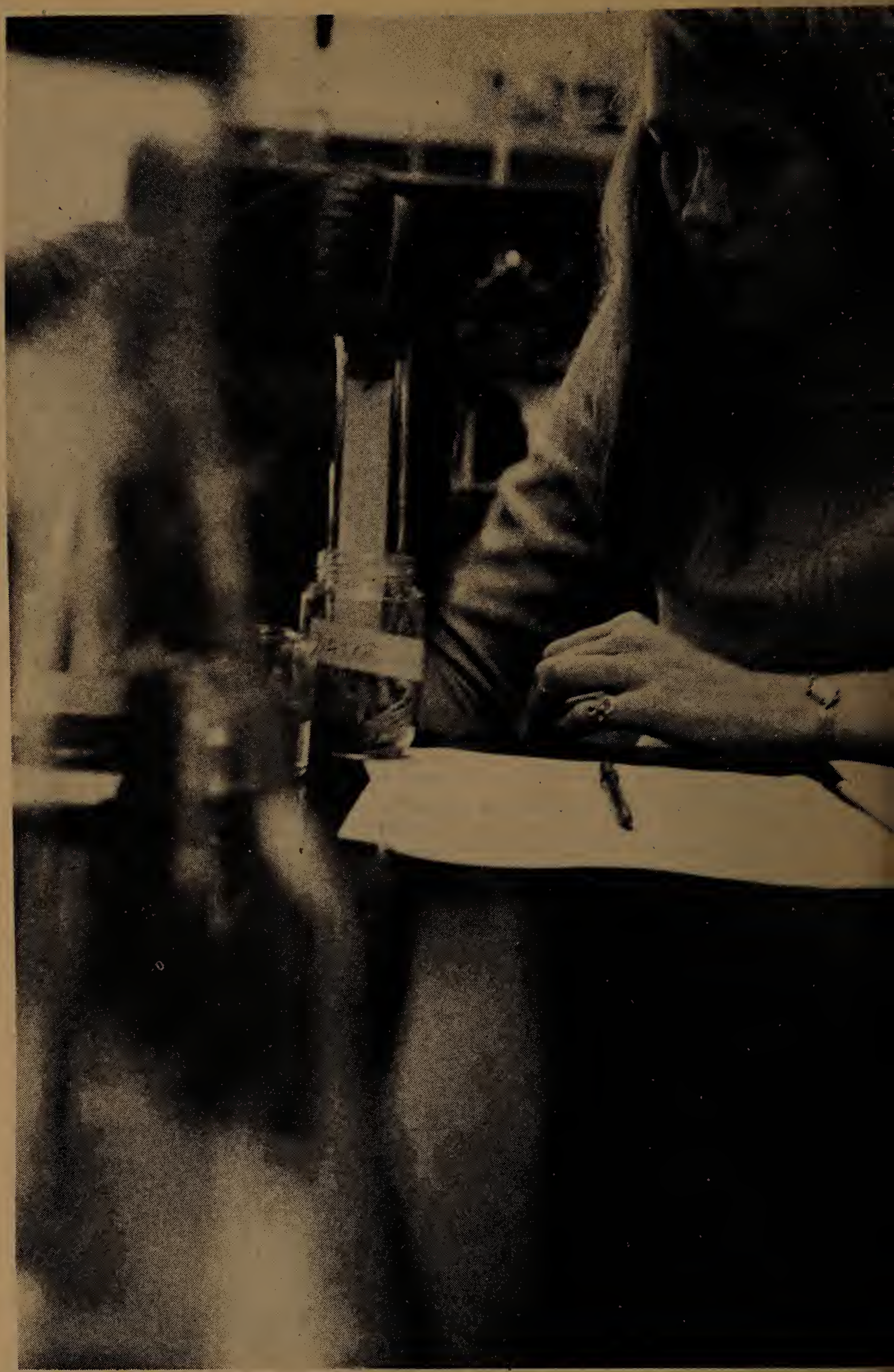
Students requiring transcripts should complete the appropriate form available at the Office of Graduate Education and Special Programs in the Science Building. The first transcript is supplied at no charge. A fee of $1.00 is required for each subsequent transcript and must be paid by *check* or *money order* at the time of request.

FACULTY

FRANCISCO ALCALA, B.A., M.A., Ph.D.
DAVID ALEXANDER, B.A., M.A.T., Ph.D.
JUNE ALLARD, A.B., M.A., Ph.D.
WILLIAM BELANGER, B.S., Ed.M., M.N.S.
SARA BITTICKS, B.A.
SANDOR BLUM, B.A., M.S., D.S.W.
FRANCIS L. BROOKER, A.B., M.A.
NEIL BROPHY, B.A., M.A.
JOSEFINA S. BUNUAN, B.A., Ed.M., Dip in Ld., Ed.D.
KATHLEEN M. BURNS, B.A., M.A.
WILLIAM BYERS, A.B., B.D.
VITO D. CAMPO, B.S.Ed., Ed.M., M.A.
ANTHONY CAPOZZA, B.S., Ed.M.
DORIS N. CARTER, B.S., M.A., Ed.D.
JACQUELINE G. CASALE, B.A., M.A.
ROBERT J. CASHMAN, B.A., M.Ed., M.A.
JENNIE M. CELONA, B.A., M.A.
LOUIS J. CELONA, B.M., M.M., M.A.
HAROLD L. CHAPMAN, B.S., Ed.M., M.S., Ph.D.
CAROL M. CHAUVIN, B.S., Ph.D.
ANNA COHEN, B.A., M.A., Ed.D.
SR. JOSEPHINA CONCANNON, B.S. in Ed., Ed.M., Ed.D., LL.D.
ALAN D. COOPER, B.S., A.M., Ph.D.
JOHN CORCORAN, A.B., M.A.
JAMES CORRY, B.S., M.S.
MARJORIE F. COSTELLO, B.S., Ed.M., M.A., Ed.D.
ALDONA L. DALY, R.N., B.S., M.A., C.A.G.S.
SAMUEL C. DAVENPORT, B.A., M.B.A.
STANLEY DAVIS, B.S.E.E., M.B.A.
BARBARA DESROSIERS, B.A., Ed.M.
DANIEL DICK, B.A., M.F.A., M.L.S.
MARY T. DOLPHIN, A.B., Ed.M.
JOHN DOWLING, B.S., Ed.M.
GEORGE T. DOWNEY, B.S., M.A., Ph.D.
KATHLEEN C. DOWNEY, B.S., M.A.
PAUL J. EDMUNDS, A.B., M.A., Ph.D.
ROBERT ELLIS, A.B., M.A.
LEONARD F. FARREY, B.S., Ed.M.
GEORGE GARRELTS, B.A., M.A.
CHARLES E. GEER, B.S., M.S., Ph.D.
KENNETH GIBBS, JR., A.B., M.F.A., Ph.D.
RICHARD J. GILMARTIN, A.B., M.A.
MERRILL H. GOLDWYN, A.B., A.M., Ph.D.
LILLIAN R. GOODMAN, R.N., B.S., M.S., Ed.D.
RONALD L. GOODRICH, B.S., B.A., M.B.A.
ROBERT W. GOSS, B.S., Ed.M., M.A., Ed.D.
TERRY GRAHAM, A.B., M.S., Ph.D.
LEON S. GRAUBARD, A.B., A.M.
RUTH GRIFFITHS, B.S., M.A., Ed.D.
PHILIP H. GRIMES, A.B., M.A.
BERNARD J. GUARINI, A.B., M.A.
ROSE D. GUERIN, A.B., M.A.
RONALD HARRIS, A.B., M.A., Ph.D.

ROBERT J. HARTWIG, A.B., M.A., Ph.D.
JOHN C. HAYES, A.B., Ed.M., M.A.
EDWIN R. HEDMAN, A.B., A.M., Ph.D.
C. GARTH HENGEN, G.S., M.A., Ph.D.
W. MACK HILL, B.S., M.S., Ph.D.
DAVID W. HILTON, B.S., Ed.M., Ph.D.
PAUL A. HOLLE, B.A., M.S., Ph.D.
THOMAS J. HOURIHAN, B.S., B.A., M.B.A.
RICHARD G. HUNT, B.S., M.S.
ROGER J. ISABELLE, B.A., M.A.
MARION J. JENNINGS, B.S.Ed., Ed.M., Ph.D.
THOMAS D. JOHNSON, A.B., M.A.
JOLINE N. JONES, B.A., Ph.D.
ROBERT T. JONES, B.S., M.A., Ph.D.
GEORGE T. JOSEPH, B.S.Ed., Ed.M.
RICHARD JURALEWICZ, B.M.E., M.S., Ph.D.
ELIZABETH KALLGREN, B.S., M.A.
DONALD D. KANE, B.S., M.A.
JOSEPH KEEFE, B.S., M.A., Ed.D.
GEORGE T. KELLEY, A.B., M.A., Ph.D.
BAHEEJ KHLEIF, M.S., Ph.D.
GEORGE KNADLER, B.S., M.S., M.A., Ed.D.
MARLIN KREIDER, A.B., M.S., Ph.D.
HAROLD LANGLOIS, B.A., M.A., Ph.D.
GERTRUDE R. LEEDS, A.B., M.A.
JOSEPH C. LONERGAN, B.S., Ed.M., C.A.G.S.
MARY L. LOVERING, R.N., B.S., M.S.
CAROL E. LYSAGHT, B.A., Ed.M., Ed.D.
ROBERT F. MCGRAW, B.S., M.A.T.
JOHN C. MCLAUGHLIN, JR., B.S., Ed.M.
YVONNE L. MARTEL, A.B., M.A.
HAROLD MARTELL, B.S., Ed.M.
FELIX E. MASTERSON, A.B., M.A., Dip. Prof. Ed., Ph.D.
WILLIAM K. MASTERSON, A.B., M.A.
GORDON S. MATHESON, A.B., M.A.
MARY-ELLEN MEEGAN, B.S., Ed.M.
MELVIN MERKEN, B.S., M.A., Ed.D.
MICHEL MERLE, B.A., M.A., M.F.A.
CAROL MIELO, B.A., M.A.
A. GIBBS MITCHELL, B.S., M.A.
JOANNE R. MITCHELL, M.Ed., Ed.D.
GARRET MITCHELL, B.S., M.A.
JOHN R. MOCKLER, B.S., M.A.
MICHAEL E. MULCAHY, B.S.Ed., Ed.M.
HOWARD MUNSON, B.S., Ed.M., D.D.
GEORGE NAJEMY, A.B., M.A., J.D.
JOHN M. NASH, B.A., M.A., Ed.D.
FRANCIS J. O'CONNOR, A.B., M.A.
RICHARD O'CONNOR, B.S., M.A.
J. FRANCIS O'MARA, A.B., Ed.M., M.A., Dip. Prof. Ed., Ph.D.
WILLIAM F. O'NEIL, B.S.Ed., Ed.M., Dip. Prof. Ed., Ed.D.
CHAD OSBORNE, B.A., M.A.
SURINDER M. PARACER, B.S., M.S., Ph.D.

A. BARBARA PILON, B.A., Ed.M., Ph.D.
FRANK C. PIZZIFERRI, B.S., M.S., Ed.D.
JOHN P. PLOSKI, B.S., M.S.
JOSEPHINE T. POLITO, B.S., M.S., Ph.D.
SPENCER R. POTTER, B.S., Ed.M.
VINCENT E. POWERS, A.B., M.A.
THEODORE PROVO, B.S., Ed.M., Ph.D.
CATHERINE QUINT, B.S., Ed., Ed.M, Ed.D.
DAVID H. QUIST, A.B., M.A., Ed.D.
CHARLES RADLOW, B.A.
DONALD READ, B.A., M.S., Ed.D.
M. MARGARET READ, B.S., M.S.
ROBERT W. REDDING, B.S., M.S., Ph.D.
NOEL J. REYBURN, B.S., M.A., Ed.D.
GERALD ROBBINS, B.A., M.A.
JEFFREY L. ROBERTS, A.B., M.A., Ph.D.
THOMAS ROBERTS, A.B., M.S., Ph.D.
ROBERT SAHAGIAN, B.M., M.M.
BASU SARKAR, B.S.Ed., I.T.I., M.B.A.
EUGENE SCANLON, A.B., Ed.M.
JOSEPH P. SCANNEL, B.S., Ed.M.
DION SCHAFF, B.A., M.A., Ph.D.
COURTNEY SCHLOSSER, A.B., Ed.M., Ed.D.
JOHN E. SCOLA, A.B., L.L.B., J.D.
JAMES A. SCULLY, B.A., M.A., Ed.D.
DAVID A. SEIFFER, A.B., M.A.
HELENA SEMERJIAN, B.S., Ed.M.
ANNE MARIE SHEA, A.B., M.A.
EMMETT A. SHEA, B.S., Ed.M., M.A.
JOSEPH A. SHEA, B.S., Ed.M., Ph.D.
KATHERINE M. SHEA, A.B., Ed.M., M.A.
ROBERT SHUMWAY, J.D.
JOHN SIMONCINI, B.A., M.A.
RICHARD H. SINE, B.A., Ed.M.
JANE SPIVAK, B.S., Ed.M., Ph.D.
KATHERINE STANNARD, A.B., A.M., M.A., C.A.S.
MAUREEN C. STEFANINI, B.S., Ed.M., Ed.D.
PHILIP STEINKRAUSS, B.A., M.A., Ph.D.
G. FLINT TAYLOR, A.B., Ed.M., C.A.G.S., Ph.D.
ROBERT W. THOMPSON, B.S., M.A.
ANTHONY W. THURSTON, A.B., M.A.T.
MARY TITUS, B.A., M.A.T.
RICHARD L. TOWERS, B.A., Ed.M., Ph.D.
JOSEPH L. TRACY, A.B., M.S.
DONALD F. TRAUB, A.B., M.A., A.M., Ph.D.
STEPHEN F. TRIMBY, A.B., A.M.
GUS TURBEVILLE, A.B., M.A., Ph.D.
ROBERT L. WALKER, A.B., M.A.
CHARLES WASILKO, A.B., M.A.
JERALD L. WEAVER, B.B.A., L.L.B.
RICHARD WURSTER, B.A., M.A., M.B.A.
CHENG YUAN, A.B., M.A., M.A.
MANUEL ZAX, A.B., Ed.M., Ed.D.
MATTHEW ZELMAN, B.A., M.A.



COURSE LISTING

Course and Instructors are subject to change without notice. The course numbering system is as follows: 7 series — undergraduate credit only; 8 series — undergraduate (upper level) or graduate credit; 9 series — graduate credit only.

ART

Ar8-120 **CREATIVE PAINTING I.** A studio course designed to acquaint the beginner with the basic tools, techniques and styles of painting. Fall, Carter, (T–B). Spring, J. Casale, (T–A) 3 sem. hrs.

Ar8-125 **DRAWING IN THE VARIOUS MEDIA.** Includes both realistic representation and abstract statements explored using such media as pencil, ink, conte crayon. Spring, Carter, (T–B) 3 sem. hrs.

Ar8-135 **SHELTER.** The many factors we need to consider in planning our SHELTER, the materials and methods and skills we will use in making it, the alternative sources of heat and energy that might be available to us. Spring, Dick, (T–B) 3 sem. hrs.

Ar8-140 **SCULPTING I and II.** Workshop course using clay, wood and various metal materials, beginning and advanced students may register and may begin at their own level. Fall, Merle, (Th–B). Spring, Merle, (Th–B) 3 sem. hrs.

Ar/Ed 8-261 **ART IN THE ELEMENTARY SCHOOL.** The place and function of art in the elementary school and contemporary practice through laboratory experiences. Fall, Dolphin, (W–A) 3 sem. hrs.

BIOLOGY

Bi7-101 **SOCIAL BIOLOGY.** Introductory course for the non-major; stresses "humanistic" approach to the major biological problems of the day; social implications of medicine, behavior, genetics, population, environment, and evolution examined; emphasis on the role of biology within the social framework; three lectures per week. A distributional elective for the non-major. Fall, W. Masterson, (Th–B) 3 sem. hrs.

Bi7-102 **DISEASES AND MANKIND.** The nature and impact of disease epidemics on the course of human history; includes an analysis of the effects of disease on economics, social life, law, history, religion, science, art, literature, and music, the nature and current significance of disease explored; three lectures per week. A distributional elective for the non-major. Spring, W. Masterson, (Th–B) 3 sem. hrs.

Bi8-120 **ANIMAL WORLD AND ITS' EVOLUTION.** A survey of the animal kingdom its evolution, and certain taxonomic considerations; directed towards expanding the background of those who have had a minimum of formal training in the biological sciences, and will be supplemented wiht appropriate audiovisual materials, demonstrations, films, slides, and examination of selected living and/or perserved specimens. Spring, Holle, (T–A) 3 sem. hrs.

Bi8-115 **PRE-TISSUE BIOLOGY.** Considers the phenomena of life primarily at the molecular-cellular (pre-tissue) level; the eclectic topics reflect the course's concerned

response to the broad variety of bio-educational backgrounds of the students, and directed towards expanding their respective needs and interests; certain basic questions concerning the nature, dynamics, and continuity of life (including special areas such as viruses, cancer, heredity, molecular biology, etc.) posed, and by means of lectures and/or demonstrations, answers and modern interpretations to these questions offered; appropriate term paper and/or tutorial project is required of all post-baccalaureate matriculants. Fall, Holle, (T—A) 3 sem. hrs.

Bi8-350 **HISTOLOGY.** Emphasis on the structure and function of all the major tissues and organs in the body; laboratories involves learning basic histologic methods, that are applicable to animal tissues. Fall, Chauvin, (M,W—A) 4 sem. hrs.

Bi8-375 **PARASITOLOGY.** Survey of the better known animal parasites; morphology, taxonomy, life cycles, ecological relationships and control methods discussed; laboratory work consists of morphology, and life history representation of each group; techniques of collecting, preparation and identification of parasites studied. Fall, Paracer, (T,Th—B) 4 sem. hrs.

Bi8-500 **MAMMALIAN PHYSIOLOGY.** Introduces cell and membrane physiology neuro-muscular and goes into depth in the circulatory, respiratory, and metabolic systems in mammals and man; laboratories cover techniques for measuring physiological phenomena such as nerve-muscle preparations, respiratory patterns, EKG, oxygen consumption; experimental approach encouraged. Prerequisite: one course in zoology. Spring, Kreider, (T,Th—B) 4 sem. hrs.

Bi9-110 **ADVANCED BIOLOGY OF LOWER VERTEBRATES.** Life histories, adaptations, ecology, classification, and distribution of fish, amphibians, and reptiles; emphasis on physiological and behavioral adaptations, their survival value and evolution; laboratory and extensive field work with local vertebrates. Spring, Graham, (M,W—A) 4 sem. hrs.

Bi9-150
Bi9-155 **PRINCIPLES OF ADVANCED BIOLOGY I, II.** Required of all MA/MS in Biology matriculants during their initial semesters; course taught by the Biology Graduate Faculty; examination of major generalizations in the life sciences; lecture/discussion sequences introducing certain methodologies allowing students to engage in a scientific endeavor; course aspires intra-biological and inter-disciplinary synthesis; presumes student review, and anticipates competency in the discipline by the student. Each semester includes an initiating orientation and a terminating summation-examination unit separated by 3 mini-units as follows: **Bi9-150** 1) Historical biology and organismic diversity (Holle), 2) Ecological perspectives (Graham), 3) Bioenergetics (Paracer). **Bi9-155** 1) Cell

biology (Chauvin) 2) Genetic mechanisms and evolution (Roberts) 3) Organismic homeostasis and behavior (Kreider). Course Coordinators: Holle, Chauvin. Bi9-150 – Fall – M-B. Bi9-155 – Spring –T-B.

Bi9-225 **IMMUNOCHEMISTRY.** The nature of various immune reactions; the nature of the antigen-antibody reaction, qualitative and quantitative clinical applications; recent contributions of immunology and immunochemistry to problems of genetics, biochemistry and molecular biology; problems of storage and transmission of biologic information in relation to cell growth, differentiation, survival and evolution and as applied to the immune response and to immunologic specificity; basic design of immunologic-immunochemical experimentation discussed; includes a laboratory. Prerequisites: Endocrinology, Human Anatomy and Physiology, Comparative Animal Physiology and consent of Instructor. Spring, Roberts (M,W–B) 4 sem. hrs.

Bi9-400 **SELECTED TOPICS IN BIOLOGY.** A directed study, research and readings course in Biology. Fall, Staff, (M–A). Spring, Staff, (M–B), 2-6 credits.

BUSINESS ADMINISTRATION

Ad7-110 7-111 **INTRODUCTION TO ACCOUNTING I, II.** Two semester course on the basic structure and the fundamental concepts and principles of accounting; includes the nature and classification of accounts, the development of accounting records including special purpose journals, controlling accounts and subsidiary ledgers; the establishment of the accounting cycle, the preparation of financial statements and consideration of such areas as sales, purchases, cash, receivables, payables, inventories, deferrals, accruals and plant assets also included. Prerequisites: Ad7-110 none. Ad7-111 – Ad7-110. Ad7-110, Spring, TBA, (T–A). Ad7-111, Fall, Goodrich, (W–B) 3 sem. hrs.

Ad7-300 **THEORY AND CASES IN ADMINISTRATION I.** A study of the functions and processes of administration within organized work settings; a discussion of the functional areas of management – planning, organizing, staffing, controlling, and directing; internalization of theory to application is achieved through case studies and discussion. Prerequisites: Ad7-200; may be taken concurrently. Fall, Staff, (W–B) 3 sem. hrs.

Ad7-301 **THEORY AND CASES IN ADMINISTRATION II.** An intensive advanced study of the functions and processes of administration; focus of attention is to relate the structure of organized work effort with the process and administration of this effort; cases and discussion techniques are used to a great extent. Prerequisites: Ad7-300. Spring, TBA, (Th–A) 3 sem. hrs.

Ad7-315 **INFORMATION SYSTEMS.** Looks at the organization as a system of information flows; several systems

developed, such as inventory control, personnel records and accounting data. Prerequisites: Cs7-150 or Cs8-150, Cs7-170 or Cs8-170, Ad8-310. Fall, Staff, (W—A) 3 sem. hrs.

Ad7-320 **LAW FOR THE ADMINISTRATOR.** Designed to acquaint the student with the sources of law, its history and development and its classifications through the study of the fundamental rules and principles of law in the area of contracts, agency, negotiable instruments, property sales and other appropriate subjects. Prerequisites: Ad7-200; may be taken concurrently. Fall, TBA, (Th—A). Spring, Brooks, (M—B) 3 sem. hrs.

Ad7-325 **PLANNING, FORECASTING AND CONTROL.** The forecasting, planning and control of financial, personnel and marketing strategies studied for all types of administration; study of the role of planning on the organization and specific forecasting tools are included; monitering and controlling of the organization to achieve the planning goals are studied with the more commonly used control techniques given explicit treatment. Prerequisites: Ad7-200; may be taken concurrently. Spring, TBA, (M—A) 3 sem. hrs.

Ad/Ed 8-175 **COLLECTIVE BARGAINING STRATEGIES.** Survey of the basic designs, strategies and mechanisms used in preparing collective bargaining packages, counter proposals and final proposals; processes used in the overall procedure of bargaining on school related issues; techniques to be used before, during and after the process of bargaining sessions in order to acquaint the learner with the best patterns to utilize during collective bargaining sessions. Spring, Moschos, (Th—B) 3 sem. hrs.

Ad8-200 **INTERNSHIP SEMINAR.** The study of administrative practices and behavior in work organizations of all types; the classical functions of administration: — planning, organizing, directing and staffing; emphasis on case analysis and well thought out oral presentations required; important segment of the course includes presentations from junior and senior year students in Administrative Studies who are currently completing or have completed internships in government, health or business sectors. Spring, Juralewicz, (T—A) 3 sem. hrs.

Ad8-305 **ADMINISTRATIVE PRACTICES AND BEHAVIOR.** Principles and concepts in the behavior of individuals and groups applied to the understanding and solution of behavior problems in organizations; effective performance of the leadership function in management emphasized; laboratory simulation of interviews, conferences, and other problem situations used extensively to highlight key concepts and methods, and to provide skill practice; field research project required. Prerequisites: Ad7-200; may be taken concurrently. Fall, Kane, (T—A) 3 sem. hrs.

Ad8-306 PRINCIPLES OF PERSONNEL MANAGEMENT. The philosophy, objectives, policies and practices of personnel management; the role of personnel administration in organizations explored via a functional approach; personnel selection, training and development, compensation systems, health and safety, benefits and services, handling grievances, and the role of supervision. Prerequisites: Ad8-305 or permission of Department. Spring, Kane, (T—A) 3 sem. hrs.

Ad8-310 MANAGERIAL ACCOUNTING AND BUDGETING. One semester course at the intermediate accounting level; emphasis given to the analysis of financial statements of generally accepted accounting practices from the administrator's viewpoint; the use of summary statements for understanding the financial position of the organization; the problems of budgeting and the costs of goods and services in all areas of administrative studies. Prerequisites: Ad7-110, Ad7-111 and Ad8-200 which may be taken concurrently. Fall, Staff, (M—A). Spring, McEachin, (W—B) 3 sem. hrs.

Ad8-405 MARKETING I. Provides a broader and more comprehensive understanding of marketing through the formulation, execution, and analysis of marketing research projects utilizing a variety of techniques; deals deeply into given realistic situations to enable students to develop firsthand understanding of the possibilities and limitations or marketing research; possible areas of investigation include consumer behavior, advertising, pricing, product, and channel relationships. Prerequisites: for Ad8-405; Ad7-301, Ad7-306, Ad7-310 all of which may be taken concurrently. Fall, Weaver, (T—A) 3 sem. hrs.

Ad8-471 INTERNSHIPS IN BUSINESS ADMINISTRATION. Provides business majors the opportunity to gain practical experience in the operations of a business; qualified students may spend part-time or full-time internships with co-operating business firms for varying lengths of time; participation in various managerial activities under the supervision of experienced executive and managerial personnel; participation in the Internship Seminar and a written report upon completion of the program required; evaluation of the student's effort secured from officials of the organization in which he or she interned. Prerequisites: Ad7-301, Ad7-306, Ad7-310; may be taken concurrently or with consent of instructor. Spring, Staff, (Th—B) 1 - 9 credits.

Ad8-474 CORPORATE LAW. Designed especially for future corporate executives and accountants; areas of concentration in the corporate identity, organization, powers and management. Prerequisites: Ad7-320 Fall, Brooks, (Th—B) 3 sem. hrs.

Ad8-500 PUBLIC ADMINISTRATION: PRINCIPLES AND POLICY. Administrative theory and basic principles; introduction to personnel administration (including

Civil Service and collective bargaining) and to public finance, including program budgeting, governmental structure and relationships, policy making and responsibility to the electorate, the legislative process and rule making, administrative law, management techniques for governmental units, and ethical requirements of public service. Fall, Maschos (Th–B) 3 sem. hrs.

Ad9-100 **MANAGERIAL ECONOMICS FOR ADMINISTRATORS.** Economics and the operation of organizations; macro and micro economic theory and impacts; theory of the firm, marginal analysis, managerial economics of operations, price and output determination, profit theories, valuation. Fall, Wurster, (W–A) 3 sem. hrs.

Ad9-150 **BEHAVIORAL SCIENCES FOR ADMINISTRATOR'S** Study of work groups, inter-groups, and individual behavior; human resource utilization concepts; theories, concepts and research findings in the behavioral sciences applicable to administration processes and practices; basic management and organizational concepts and tools. Fall, Juralewicz, (M–A) 3 sem. hrs.

Ad9-160 **OPERATIONAL ANALYSIS AND MIS.** Management Information System knowledge and tools presented, i.e., types, forms, uses, costs, etc.; topics include decision-making theory and practice, information sources, inventory control, PERT, CPM, computer applications, data bases, system designs for information flows and uses. Fall, Staff, (W–B) 3 sem. hrs.

Ad9-170 **MARKETING MANAGEMENT.** Application of administration tools to marketing functions; market strategies, distribution, pricing, sales forecasting, wholesaling, and retailing techniques used to a great extent. Spring, Weaver, (W–B) 3 sem. hrs.

Ad9-175 **FINANCIAL MANAGEMENT.** Application of administration tools to problem analysis and solutions in the finance area; financial asset utilization concepts, collection and analysis of financial data, investment analysis. Spring, Wurster, (W–A) 3 sem. hrs.

Ad9-180 **ORGANIZATIONAL OPERATIONS.** Application of administrative tools to solution of logistic, operational and production functions; utilization of technological assets; government regulations and role in transportation movements of goods and services. Spring, TBA, (M–B) 3 sem. hrs.

CHEMISTRY

Ch8-155 **CURRENT TRENDS IN CHEMISTRY AND NUTRITION.** The study of the basic concepts of chemistry with contemporary applications; nutrition portion of the course includes consideration of the nutritional requirements of man, classes of foods, dietary fads, and the use of additives in prepared foods. Spring, Merken, (W–B) 3 sem. hrs.

Ch8-250 **PHYSICAL CHEMISTRY: A LIFE SCIENCE APPROACH.** A non-calculus course covering the basic principles of physical chemistry; factors influencing the direction, extent and speeds of chemical reactions and molecular structure studied; biological implications include -- enzyme catalysis, metabolism, and identification and assay of biochemicals. Prerequisites: General Chemistry I-II; college algebra (1 year). Spring, Harris, (Th--A) 3 sem. hrs.

Ch8-410 **BIOCHEMISTRY.** Chemistry and metabolism of proteins, nucleic acids, lipids, and carbohydrates; thermodynamics; enzymes, nucleic acids and protein biosynthesis; biological oxidations and correlations in metabolism. Prerequisites: Chemistry of Carbands Compounds or Organic Chemistry I & II. Physical Chemistry recommended. Fall, Cooper, (M--A) 3 sem. hrs.

Ch8-500 **ENVIRONMENTAL CHEMISTRY.** Impact of chemtry on the various environmental sciences; principles of environmental chemistry and chemical ecology; topics include -- Biogeochemical cycles, the nature and composition of natural water systems, environmental chemistry of soil and agricultural chemicals, the nature and composition of the atmosphere, photosynthesis, molecules of life, energy transformation in living systems, reproduction, population growth and control, chemical ecology including chemical interactions between plants and insects, and chemical communications within animal species. Prerequisites: General Chemistry or its equivalent. Spring, Cooper, (M—A) 3 sem. hrs.

Ch8-875 **SCIENCE, TECHNOLOGY AND SOCIETY.** The impact of science and technology upon the modern world; representative problem areas considered are — population, communications, transportation, energy, technological assessment, health, space and government. Fall, Merken, (W—B) 3 sem. hrs.

Ch9-990 **SPECIAL PROBLEMS IN CHEMISTRY.** A laboratory or library research project in consultation with a faculty member. Fall, Staff,(M—B). Spring, Staff, (M—B) 3 sem. hrs.

COMMUNICATION DISORDERS

Cd8-310 **CURRENT EVENTS IN COMMUNICATION DISORDERS.** Current events in communication disorders, reading, reviewing, and evaluating current articles, books, tests, and materials dealing with communication disorders. Prerequisite: Graduates who have majored or minored in communication disorders. Undergraduates and other graduates only with permission of instructor. Fall, A. Cohen, (W—A) 3 sem. hrs.

Cd8-350 **PSYCHOLOGY OF DEAFNESS.** Associated problems of children and adults who are aurally impaired; effects of hearing loss upon daily work, education and social experiences discussed; appropriate diagnostic tests, remedial procedures and therapeutic prescriptions included. Fall, Guerin, (M—A) 3 sem. hrs.

Cd8-450 **ADMINISTRATION OF INDUSTRIAL NOISE-CONTROL PROGRAMS.** Occupational Safety and Health Administration (OSHA) requirements concerning noise levels in industry reviewed and interpreted; techniques of in-plant noise surveys, employee hearing test requirements, and administrative options for environmental control. Prerequisite: Audiology I or equivalent. Fall, Hengen, (M—B) 3 sem. hrs.

Cd8-455 **TREATMENT OF STUTTERING.** Methods, theory and practice in preparation of therapeutic objectives and materials; practice in speech and hearing evaluation. Prerequisite: Rhythm Disorders or consent of Instructor. Spring, McLaughlin, (M—A) 3 sem. hrs.

Cd8-470 **ASSESSMENT OF CHILDHOOD SPEECH AND LANGUAGE DISORDERS.** In-depth study of test administration and interpretation of measures of speech proficiency, language competence and performance, based upon the previous study of normal speech and language development resulting in language disorders; diagnostic interpretation and report writing related to remedial program planning. Prerequisite: Graduates who have majored or minored in communication disorders. Undergraduates and other graduates only with permission of Instructor. Spring, M. Read, (W—A) 3 sem. hrs.

Cd8-475 **THE SPEECH HANDICAPPED CHILD IN THE SCHOOL.** Investigation of communication problems prevalent in school age children; exploration of the relationship between language learning; suggestions for remedial techniques. Spring, Powers, (M—B)3 sem. hrs.

COMPUTER SCIENCE

(a $10 lab fee will be payable after the first class)

Cs7-100 **INTRODUCTION TO COMPUTER SCIENCE.** Basic computer operation, capabilities and application in such fields as education, and its effect on modern society; familiarization with terminology and equipment; programming using the language BASIC; nontechnical approach. Fall, TBA, (M—A). Spring, TBA, (M—B) 3 sem. hrs.

Cs8-200 **PROGRAMMING WITH FORTRAN IV.** Uses of computers for mathematical and scientific problem-solving topics include input-out statements, program branching, DO-loops, formatting, subscripted variable, subroutines, double-precision, character manipulation,

and flowcharting. Fall, Mulcahey, (Th—A). Spring, Staff, (W—B) 3 sem. hrs.

Cs8-250 **PROGRAMMING WITH COBOL.** Fundamentals of Cobol programming with application to business oriented problems. Fall, Martell, (T—B). Spring, Staff (T—A) 3 sem. hrs.

Cs9-275 **ADVANCED COBOL.** Higher level aspects of COBOL including advanced programming techniques, creating tape and disc files, and the storing, searching, merging, up-dating, and purging of files. Fall, Martell, (W—B) 3 sem. hrs.

Cs9-276 **ADVANCED COBOL AND RPG.** Higher level aspects of COBOL including advanced programming techniques, creating tape and disc files, and the storing, searching, merging, up-dating, and purging of files; programming language RPG will be introduced. Spring, Staff, (W—A) 3 sem. hrs.

Cs9-280 **ASSEMBLY LANGUAGE IBM 360/370.** Memory and addressing, data representation, variable and fixed word length systems real and integer arithmetic, assembly language programming. Spring, Staff, (Th—B) 3 sem. hrs.

Cs9-300 **APPLIED INFORMATION SYSTEMS.** Information systems, file creation and maintenance, report generation, modeling and simulation. Fall, Osipov. (Th—B) 3 sem. hrs.

COUNSELOR EDUCATION

Ce8-100
Ce8-101 **PRINCIPLES OF GUIDANCE.** An understanding of the need, meaning and scope of guidance services of principles and practices involved in the following guidance areas — introduction and philosophy of guidance, understanding the individual and his needs, essential orientation activities for the student, collecting, recording and evaluating data, interviewing and counseling, guidance through group activities, placement and follow-up activities, organization and evaluation of guidance, and emphasis on the role of the classroom teacher in the guidance program. This course or its' equivalent is a prerequisite for all advanced courses in guidance. Ce8-100 — Fall and Spring, Farrey, (T—A). Ce8-101 — Fall, Farrey, (W—B). 3 sem. hrs.

Ce8-200 **MEASUREMENT AND EVALUATION FOR COUNSELORS.** Measurement and evaluation techniques used by guidance counselors and school psychologists; the selection, administration, and interpretation of achievement, aptitude, interest and affective measures. Fall, TBA, (M—A) 3 sem. hrs.

Ce8-300
Ce8-301 **TECHNIQUES OF COUNSELING.** Introductory level course in the basic fundamentals of counseling;

required of students majoring in counseling or wish to be certified as counselors in Massachusetts; in addition to the basic principles of counseling, students are involved in various role playing techniques; where applicable the case study techniques employed. Prerequisite: Principles of Guidance. Ce8-300 – Fall, Farrey, (T–B). Ce8-301 – Fall, Farrey, (Th–A) 3 sem. hrs.

Ce8-400 COUNSELING AND GUIDANCE IN THE ELEMENTARY SCHOOL. Relating the field of counseling and guidance to the area of elementary education; acquaintance with goal identification for behavioral growth, various counseling techniques, evaluation process, organization and administration of guidance programs within the elementary school setting. Prerequisite: Principles of Guidance. Spring, TBA, (M–A) 3 sem. hrs.

Ce8-500 COUNSELING THE PHYSICALLY HANDICAPPED. A look at the basic disadvantages handicapped people face in our society today; explores education for the handicapped, specialized housing needs, job availability and how the state assists the handicapped. Fall, Cashman, (Th–A) 3 sem. hrs.

Ce8-550 SELF-AWARENESS AND CAREER DEVELOPMENT. Evaluating career potential through humanistic techniques. Fall, Mielo, (W–B) 3 sem. hrs.

Ce8-600 STUDENT FINANCIAL AID: CURRENT POLICIES AND PROCEDURES. A practical approach to financial aid counseling; working with actual case studies in need analysis – gaining the techniques necessary to help students and parents; topics include B.E.O.G., C.W.S., N.D.S.L., Scholarships, the National Task Force on Student Aid Problems (Keppel Commission), House Bill 3471 (O'Hara Bill), Financial Aid Packaging, and application procedures. Fall, Scola, (M–B) 3 sem. hrs.

Ce9-200 COUNSELING AND PSYCHOTHERAPY. Advance course incorporating the concepts and techniques of psychotherapy into school counseling to treat the personality and behavioral disorders frequently encountered in a school setting; emphasis on the use of sustained counseling to ameliorate some of the factors that hinder the learning process; diagnosis, deciding course of treatment and dynamic factors involved in therapy considered; case material from the students' and instructor's work used for illustration of special problems. Prerequisite: Techniques of Counseling. Fall, Gilmartin, (T–B) 3 sem. hrs.

Ce9-250 GROUP COUNSELING. Lecture-demonstration course designed to instruct the student in theories, methodology, and content of group counseling; principles of group counseling, with an analysis of the dynamics of the individual affecting and being affected by the group; types of group counseling considered range from information type groups to encounter groups,

with emphasis on the use of groups within an academic setting; emphasis on the necessity for sensitivity in human relationships as the counselor works with groups of teachers and parents in the solution of educational problems. Prerequisite: Techniques of Counseling. Enrollment limited. Consent of Instructor required. Spring, Limoges, (W—B) 3 sem. hrs.

Ce9-300 INDIVIDUAL INTELLIGENCE AND APPRAISAL (WAIS-WISC). Study of two major Wechsler tests, namely Wechsler Adult Intelligence Scale (WAIS) and the Wechsler Intelligence Scale for Children (WISC); opportunity for practical work in administration and interpretation of both scales; designed for classroom teachers, special education teachers, school psychologists, and guidance personnel; certificate issued to those who complete the testing requirements under supervision. Prerequisite: Introductory Course in Measurement. Fall, Taylor, (T—A) 3 sem. hrs.

Ce9-350 INDIVIDUAL INTELLIGENCE APPRAISAL —(BINET) Study of the origin and use of the Stanford-Binet Intelligence Tests; students will learn how to administer, score and interpret the 1960 revision of the Binet; for classroom teachers, special education teachers, school psychologists, and guidance personnel; certificate issued to those who complete the testing requirements under supervision. Prerequisite: An Introduction Course in Measurement. Spring, TBA, (Th—B) 3 sem. hrs.

Ce9-375 OCCUPATIONAL INFORMATION. Designed to help administrators, counselors, and teachers to better meet the needs of youth through complete guidance techniques; organized to help develop competencies in the following areas of Occupational Information — classification and description of jobs and industries, occupational trends in relation to socio-economic changes collecting information, filing information and evaluating information about occupations and training; emphasis on the use of Occupational Information with groups and with individuals in the public school system. Prerequisite: Principle of Guidance. Spring, Scannell, (Th—B) 3 sem. hrs.

Ce9-400 PSYCHOLOGY OF VOCATIONAL ADJUSTMENT. Primary purpose is to study the current theoretical modes of thought in Vocational Psychology and to compare them with one another in an attempt to create a synthesis of current research and theory that will be useful to the practicing counselor. Fall, Scannel, (M—B) 3 sem. hrs.

Ce9-450 ADVANCED PSYCHOLOGICAL TESTING. An advanced survey of tests and testing procedures, with emphasis on psychological instruments for evaluating personality variables; both objective and projective measures of personality studied while stressing its use in non-clinical settings. Prerequisite: Measurement and Evaluation For Counselors. Fall, St. John, (T—A) 3 sem. hrs.

Ce9-500 **PUPIL PERSONNEL SERVICE.** Required course for personnel workers in the public schools; introduction of occupational, educational, and personnel career studies for appraisal and evaluation; roles, and responsibilities of various pupil personnel; use and function of school and out-of-school agencies; clinical procedures; a full review of the most important aspects of setting and appraising personnel programs on all levels stressed. Prerequisite: Principles of Guidance. Spring, Taylor, (M—A) 3 sem. hrs.

Ce9-550 **ORGANIZATION & ADMINISTRATION OF GUIDANCE SERVICES.** Acquainting guidance counselors and supervisors in the elementary and secondary schools with the latest procedures, techniques and problems in guidance programs: analysis and discussion of unusual home-room community group and individual guidance problems stressed; clinical guidance procedures, testing and the principles and methods of interviewing presented. Prerequisite: Principles of Guidance. Spring, Farrey, (W—B) 3 sem. hrs.

Ce9-600 **STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION.** The philosophical background of student personnel services and surveys the various services provided in a Student Personnel Program on the collegiate level; contemporary campus issues which relate to student life discussed; provides the secondary guidance counselor with an over-view of those student personnel services which the college bound high school senior will find at this college or university. Prerequisite: Principles of Guidance. Fall, Scully, (Th—B) 3 sem. hrs.

Ce9-800 **PRACTICUM IN COUNSELING.** Provides advanced graduate students with an opportunity to put into practice the various theoretical aspects of academic counseling and guidance acquired from previous courses; registration is restricted to those concentrating in guidance who have completed three guidance courses including Techniques of Counseling; review of the major areas of counseling theory; supervision while giving individual academic counseling included assistance in assessing the practice provided. Spring Steinkrauss, (Th—B) 3 sem. hrs.

Ce9-850 **CURRENT ISSUES AND PROCEDURES IN CAREER EDUCATION.** Designed for educators interested in studying the most recent theories and techniques for career counseling and development of career education courses and programs within school systems; each of the following aspects of career development will be focused on at some point during the course — finding self identity, search of interests, aptitude testing, values clarifying, vocational information and job search techniques. Spring, Farrey, (Th—A) 3 sem. hrs.

Ce9-900 **CURRENT ISSUES SEMINAR IN GUIDANCE AND COUNSELING.** Conducted by the Counselor Educa-

tion Staff; for individuals who are directly involved in counseling or guidance in school and non-school settings; topics include — management of counseling organizations, career and avocational trends in the field of work and leisure, current counseling theory and application including behavior modification, value clarification, and other new trends, legal and ethical considerations for today's counselor, contemporary issues in testing and measurement, counseling the hard-to-reach including the learning disabled, perceptually handicapped, the addict, the asocial, and other, community and consulting resources in the Metropolitan Worcester area, issues in professional growth and development, counseling the emotionally disturbed-identification and treatment, group process in counseling and guidance. Prerequisite: Consent of Staff. Fall, Staff, (W—C). Spring, Staff, (W—C) 3 sem. hrs.

ECONOMICS

Ec8-120 MONETARY ECONOMICS. The historical and theoretical development of the American monetary system of commercial banks and financial intermediaries; emphasis on the role of monetary controls and policy as partial solutions to full employment, price stability, and economic growth problems. Prerequisite: Principles of Economics. Fall, TBA, (M —B) 3 sem. hrs.

Ec8-130 PUBLIC SPENDING AND TAXATION. An analysis of government spending, revenue sharing, and taxation; includes the impact of government spending upon efficient use of resources and national growth. Prerequisite: Principles of Economics, Microeconomics Fall, TBA, (Th—B) 3 sem. hrs.

Ec8-203 MACROECONOMICS. Intermediate analysis of the level and growth of national income and employment; attention given to the problems of inflation and recession and to national fiscal and monetary policies designed to maintain full employment and stable price levels. Prerequisite: Principles of Economics I and II. Fall, TBA (W—B) 3 sem. hrs.

Ec8-300 INDUSTRIAL ORGANIZATION. An analysis of market competition and monopoly and their effects upon the concentration of economic activity and the exercise of market power; emphasis on government policies to maintain or regulate competition in the public interest. Prerequisite: Principles of Economics. Spring, TBA, (Th—B) 3 sem. hrs.

Ec8-305 CONSUMER ECONOMICS. An in-depth study of personal and family economics; means of obtaining income, buying wisely, consumer borrowing, saving, and financial investment; consumer protection and legislation movements briefly considered. Prerequisite: Principles of Economics. Spring, Kelley, (T—B) 3 sem. hrs.

DEPARTMENT OF EDUCATION

Adult, Community, Urban Education

Ed8-210 ORGANIZATIONAL PATTERNS OF THE COMMUNITY SCHOOL. National, State and local patterns of organizations within the Community Education movement developed; the community school concept explored as it relates to the theory of organizations. Fall, F. Masterson, (M—A). Spring, F. Masterson, (M—A) 3 sem. hrs.

Ed8-215 CURRICULUM DEVELOPMENT FOR ALTERNATIVE EDUCATION. Participants will engage in the development of alternative programs and strategies based on available community resources. Fall, Simoncini, (W—B). Spring, Simoncini, (T—B) 3 sem. hrs.

Ed8-216 THE ROLE OF THE FAMILY IN THE COMMUNITY SCHOOL. The relation of the community education concept to family life and the role of the family unit in the development of educational goals explored; range of life styles and the need for societal pluralism as it relates to the goals of community education developed. Spring, Carleton, (W—B) 3 sem. hrs.

Ed8-220 COMMUNITY RESOURCES TO MEET CHILDREN'S NEEDS. Primarily for elementary teachers to survey programs and resources available in the community, state, and at national levels; social and family services; health, medical and mental health facilities; consideration of methods of using these services and resources and of new concepts in health care and juvenile programs. Fall, Burns, (T—A) 3 sem. hrs.

Ed8-275 COMMUNITY POWER FOR ADULTS. Exploration of neighborhood power with emphasis on issue orientation; a "how to do it" course providing practical experience; participants will consider the theoretical background of community organization and then develop a plan to act on a neighborhood issue. Spring, Alexander, (T—A) 3 sem. hrs.

Ed8-280 PRACTICE OF ADULT EDUCATION. Overview of adult education with major emphasis on the scope of the field, legislation pertaining to adult education, and future developments; lesser importance placed on the history of the movement, methods of teaching adults, and adult education in Massachusetts. Fall, TBA, (T—A) 3 sem. hrs.

Ed9-200 PROGRAMS FOR THE AGING. Examination of issues, problems and procedures in designing and implementing programs for older adults; application of knowledge about older adults to various types of programs and services for older adults; emphasis on matching programs and services to the needs of older adults in the community. Spring, Staff, (W—A) 3 sem. hrs.

Ed9-210 THE COMMUNITY SCHOOL; IT'S ADMINISTRATION AND SUPERVISION. An understanding of community education administration developed for each student in order to effectively prepare them to operate a community school, various patterns of administration and supervision that have developed in the community schools of the U.S. explored. Spring, Burack, (T—B) 3 sem. hrs.

Ed9-215 TEACHING THE ILLITERATE ADULT. An understanding of the scope of adult illiteracy and the methods and procedures for teaching adult illiterates to read; concern given to developing sensitivity to the adult learner. Spring, J. Spivak, (M—B) 3 sem. hrs.

Ed9-220 COMMUNITY SCHOOL: PROCESSES AND PROBLEMS. Development of a theory of community education and the testing of assumptions established as necessary parts of a successful community school; conceptual framework needed to effectively utilize the benefits of community education as an approach to making our schools more responsive to needs. Fall, W. O'Neil, (T—B) 3 sem. hrs.

Ed9-255 SOCIAL AND CULTURAL FOUNDATIONS OF URBAN EDUCATION. Required course for majors in urban education; exploration of the social and cultural factors which influence urban youth as well as urban schools; the study of contemporary reforms in Urban Schooling, alternatives to present structures and projections for the future also included. Fall, Quint, (M—A) 3 sem. hrs.

Ed9-256 URBAN EDUCATION II. Focus on the particular areas of significance to the urban child and teacher; specific emphasis on the identification of developmental levels and problems of inner city children, inquiry strategies for classroom situations, possible role playing and simulation games values clarification environmental studies, and creative expression. Spring, Quint, (M—A) 3 sem. hrs.

Ed9-260 PSYCHOLOGY OF THE ADULT LEARNER. Methods of learning which apply to adults; identification of educational needs and problems of the adult learner in overcoming learning difficulties; motivation and other factors affecting learning and counseling procedures; assignments commensurate with student's background and progressional goals. Fall, Spivak, (Th—B) 3 sem. hrs.

Ed9-270 PROGRAM PLANNING FOR ADULTS. Basic course in the process of selecting components for adult programs and setting up the administrative structure to deal with them; emphasis on the methods of finding out what the clients in the program want. Fall, Alexander, (Th—A) 3 sem. hrs.

Ed9-280 INTERNSHIP IN ADULT BASIC EDUCATION. This practicum is guided by the director of the Adult Learning Center in the Worcester Galleria; assisting

in diagnosis, prescription and instruction of clients at the center who are learning basic skills or preparing for the high school equivalency exams. Prerequisites for this course are: Reading Needs of the Adult Learner and Teaching the Illiterate Adult. Fall and Spring, Staff, (M—A) 3 sem. hrs.

Ed9-291 INTERNSHIP IN PROGRAM DEVELOPMENT. Developing practical experience in the field in a leadership position; placement under supervision in a community school or other approved agency. Prerequisite: Consent of the Instructor. Fall, Staff, (Th—A). Spring W. O'Neil, (M—B) 3 sem. hrs.

Ed9-295 INDEPENDENT STUDY IN COMMUNITY EDUCATION. For graduate students with a background in Community Education; working closely with the Instructor in the compilation and development of information concerning a particular problem that is current in the field. Prerequisite: Consent of the Instructor. Fall, Staff, (Th—A). Spring, Staff, (T—B) 3 sem. hrs.

Ed9-296 SPECIAL PROBLEMS IN URBAN EDUCATION. Seminar for experienced teachers wishing to examine specific problems in urban education, participate in curriculum development for urban schools, or investigate teaching methodology in selected areas; course content will be individualized to meet interests of participants. Fall, Spring, Staff, (W—A) 3 sem. hrs.

EARLY CHILDHOOD EDUCATION

Ed7-374 STORYTELLING AND LITERATURE. Investigation of books and other literature materials for preschoolers; study of effective procedures for reading aloud to youngsters; stimulation of creative activities based upon storytelling and literature; acquaintance with poetry appropriate for early childhood; development of techniques for storytelling and implementation of these methods with groups of young children. Spring, Meegan, (M—A) 3 sem. hrs.

Ed8-320 CURRICULUM FOR EARLY CHILDHOOD EDUCATION. Focus on the curriculum and the daily activities designed to enable young children to use their developmental powers to the fullest; consideration to the ways and means by which a teacher creates an environment rich in learning opportunities geared to the age-level characteristics of young children; new methods being implemented in England and the United States included. Fall, Steffanini, (T—B) 3 sem. hrs.

Ed8-325 CHILDREN'S LITERATURE & STORYTELLING FOR EARLY CHILDHOOD EDUCATION. Survey of quality literature appropriate for early childhood; the development of programs in literature, effective storytelling procedures, stimulating creative activities

through books, poetry for the young child, award books, authors and their styles, and illustrators and their techniques. Fall, Meegan, (M—A) 3 sem. hrs.

Ed8-335 **LANGUAGE DEVELOPMENT IN YOUNG CHILDREN.** The role of language and its development in the total early childhood program; integration of listening, speaking, and writing skills; reading readiness and beginning reading skills; the development of creativity in the various language arts facets; integration of theory and practice in a preschool primary setting Spring, Meegan, (T—A) 3 sem. hrs.

Ed8-345 **LEARNING DISABILITIES IN YOUNG CHILDREN.** For the experienced teachers; a cross-categorical examination of functioning and dysfunctioning factors connected with learning; several rationales for the education of children with learning disabilities presented together with the educational assessment procedures, and educational programs associated with them. Spring, TBA, (M—B) 3 sem. hrs.

Ed9-305 **CASE STUDIES OF YOUNG CHILDREN.** An advanced seminar enabling workers involved with young children to make fuller use of school behavior in order to better understand their personality and create a better adaptation of school life to their individual needs; specialists from the clinical fields to present studies of children; systematic exercises in gathering and interpreting material on an individual child; integration of intellectual achievement with patterns of inter-personal responsibility, taking account of the qualities of self-feeling and identity as projected on a behavior level. Fall, Bunuan, (W—A) 3 sem. hrs.

Ed9-320 **INTELLECTUAL DEVELOPMENT IN EARLY CHILDHOOD EDUCATION.** Study of the intellectual levels of children based on current research including Piaget, etc.; common growth patterns along with exceptionalities also studied, Spring, Bunuan, (W—A) 3 sem. hrs.

Ed9-350 **SUPERVISION AND ADMINISTRATION IN EARLY CHILDHOOD EDUCATION.** Outlines steps for the organization and administration of day care centers, nursery schools, and other programs which include children from the years 3 — 6; curriculum planning, staff supervision, licensing procedures, and funding resources discussed. Fall, Polito, (Th—A) 3 sem. hrs.

Ed9-380 **SEMINAR IN EARLY CHILDHOOD EDUCATION.** Current issues and problems in the field of Early Childhood Education; integration of current early childhood educational research and literature to the philosophical and psychological understanding of the child. Spring, Polito, (Th—B) 3 sem. hrs.

Ed9-385 **INDEPENDENT RESEARCH IN EARLY CHILDHOOD EDUCATION.** For students wishing to pursue independent study in a specialized area of Early Childhood Education; greater understanding and appreciation of early childhood should result; faculty

members from other disciplines may also be called in to counsel the student in resources and approaches. Spring, Staff (Th—A) 3 sem. hrs.

EDUCATION
ELEMENTARY, SECONDARY

Ed8-420 INDIVIDUALIZING SCIENCE IN ELEMENTARY SCHOOL. Approaches to individualism of instruction in elementary school science; opportunity to design science activities consistent with individualization based on existing curricula; activities to be tried out with children and evaluations made; environmental education encouraged; individualized course. Fall, Geer, (W—B) 3 sem. hrs.

Ed8-425 INDIVIDUALIZING INSTRUCTION IN ELEMENTARY SCHOOL. Examination of several approaches to individualization in the elementary school; opportunity for design, try-out and evaluation offered; adaptation to individualization of present curricula encouraged. Spring, Geer, (W—A) 3 sem. hrs.

Ed8-430 ELEMENTARY SCHOOL CURRICULUM FOR THE 70'S. The investigation of recent developments in practices, materials of instruction and techniques; unit and activity planning placed on types of lessons, techniques of assignments and diagnostic procedures. Fall, Joseph, (Th—A) 3 sem. hrs.

Ed8-432 CAREER EDUCATION IN THE ELEMENTARY SCHOOL. Introduction to career education in the elementary school; awareness, concepts, objectives, exploration and evaluation of career education presented and discussed; includes speakers, projects, interest centers, and field contacts in the world of work. Fall, Joseph, (T—A), Spring, Joseph, (Th—A) 3 sem. hrs.

Ed8-450 INDIVIDUALIZING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Focuses on developing a learning unit utilizing an activity card approach to individual or small group activities. Fall, Harris, (M—A) 3 sem. hrs.

Ed8-760 INDIVIDUALIZED INSTRUCTION IN THE SECONDARY SCHOOLS. Examines techniques and processes by which individualized instruction at the secondary schools may be implemented by the teacher. Fall, TBA, (Th—A) 3 sem. hrs.

Ed8-770 HUMANISTIC EDUCATION. Approaches to blend affective and cognitive approaches to learning; concentrates on students' values, feelings, and self-concept. Fall, Osborne, (W—A) 3 sem. hrs.

Ed8-910 USING THE COMPUTER AS AN INSTRUCTIONAL AID. The use of the computer in the classroom and

developing the computer's assisted instruction; computer languages used are Cobol on a batch processing machine and Basic in a time sharing terminal environment. Fall, Dowling, (Th—B). Spring, Dowling, (Th—B) 3 sem. hrs.

Ed8-915 **DRIVER AND TRAFFIC SAFETY EDUCATION I.** Prepares teachers of driver and traffic safety education to obtain State Department of Education Certification to teach in this field; and provides the opportunity for teachers in driver and traffic safety education to improve their methods of teaching. Fall, Capozzo, (T—B) 3 sem. hrs.

Ed8-916 **DRIVER AND SAFETY EDUCATION II.** Implications of the three publications and their application which were developed at the National Conference on Safety Education; material designed to give practical guidance to teachers of Driver and Traffic Safety in the area of elementary and secondary education. Spring, A. Capozzo, (T—B) 3 sem. hrs.

Ed8-920 **PHILOSOPHY OF EDUCATION.** The ontological epistemological-axiological principles of being, knowledge, and value and their relationship to the nature, existence and destiny of man and the aims of education; analysis of the metaphysical presuppositions of the major philosophers to be a basis of a critique of the opinions concerning nature, man, science, society, sanity and salvation upon which "educationists" have foundered and floundered; objective is to arrive at a precise understanding of the relations between educational theory and practice in order to establish a viable interpersonal process for educating the individual and society. Fall, TBA, (W—A). Spring, Schlosser, (W—B) 3 sem. hrs.

Ed8-925 **EDUCATIONAL PSYCHOLOGY.** The theoretical aspects of psychology for the classroom teacher; systematic analysis of the major schools of psychology and a study of the effects of heredity and environment; reading in such areas as the results of research on growth and development, theories of intelligence, concepts in measurement and evaluation, individual differences in capacity and achievement and learning theory. Fall, Guarini, (T—B). Spring, Bums, (M—A) 3 sem. hrs.

Ed8-930 **CHAPTER 622: NATURE AND IMPLICATIONS.** A survey of Chapter 622 of the General Laws of the Commonwealth which bars discrimination in public schools, programs, activities, admissions, courses, etc.; examination of the genesis and wording of the law and a study of state-mandated regulation for implementation, implication of the law will also be examined. Fall, TBA, (T—B) 3 sem. hrs.

Ed8-931 **CHAPTER 622: PLANNING AND IMPLEMENTATION.** Survey of the specifics of implementing Chapter 622 in each area of public school education. Spring, TBA (T—B) 3 sem. hrs.

Ed9-410 **THEORY AND RESEARCH IN THE ELEMENTARY SCHOOL CURRICULUM.** Developing the graduate student's ability to recognize, select, and pursue independent action research in one or more areas of the elementary school curriculum; areas selected in conjunction with the graduate faculty members in Elementary Education qualified in the area of the student's choice; frequent progress reports to the class expected; experience in types and techniques of research, developmental study, and evaluation is an integral part of the course; completion of a substantial research project required of each student. Prerequisite: Research in Education. Spring, Griffiths, (Th—A) 3 sem. hrs.

Ed9-431 **WORKSHOP IN ECONOMIC EDUCATION IN THE ELEMENTARY SCHOOL.** An understanding of the place of Economic Education in the Elementary School Curriculum; programs, materials and teaching strategies in Economic Education analyzed; participants expected to design a teaching unit to be used in the classroom. Fall, P. O'Neil, (Mon, Wed.—D; Sat. E).

Ed9-710 **CRUCIAL ISSUES IN SECONDARY EDUCATION.** Examination of the more important issues facing secondary education; emphasis on problem solving and case study approaches. Fall, F. Masterson, (W—A) 3 sem. hrs.

Ed9-780 **SECONDARY EDUCATION PROJECT/SEMINAR.** Integration of required, core, and elective courses as applied to secondary education in general, and specifically to school situations of participants; emphasis on foundational (regarding philosophy, psychology, sociology), curriculum and instructional aspects of secondary education; customized project required of each participant. Prerequisite: Completion of 21 semester hours of M.Ed. Concentration in Secondary Education. Spring, Burke, (W—A) 3 sem. hrs.

Ed9-804 **RECENT RESEARCH IN CURRICULUM DEVELOPMENT AND INSTRUCTION IN SCIENCE.** Analysis of recent research in science education (K-12); consideration of implications for curriculum designing in science and for improvement of classroom teaching; consideration of research tools needed by teachers of science. Spring, Chapman, (T—B) 3 sem. hrs.

Ed9-810 **PRINCIPLES OF CURRICULUM DEVELOPMENT.** Aspects of curriculum development — society, culture, learning theories, taxonomics of educational objectives, structure, hierarchy, balance, politics, strategy for change, and relationship to instruction. Spring, Zax, (M—A) 3 sem. hrs.

Ed9-820 **EVALUATION OF CLASSROOM LEARNING.** Techniques of classroom evaluation, including stating objectives, devising learning contracts, observation techniques, and classroom test construction. Spring, TBA, (T—A) 3 sem. hrs.

EDUCATION
LEADERSHIP & EDUCATIONAL ADMINISTRATION

Ed9-100 **FOUNDATIONS OF SCHOOL ADMINISTRATION.** Basic introduction to the principles of school administration; topics inlcude — school population and student personnel, the organization and substance of the educational program, personnel of the school system, the physical plant and its facilities, governmental structure for education and intergovernmental relations, internal school organization, financing of education, school business administration, and the administrative process. Fall, O'Mara, (T—A) 3 sem. hrs.

Ed9-103 **FUNDAMENTALS OF SCHOOL FINANCE.** The financial support and the allocation of resources in public education; topics include — personnel salaries, capital outlay, developmental expenditures, budgetary process, supply and demand in educational services, education expenditures as a part of national state, and local income. Fall, Keefe, (W—B). Spring, Keefe, (W—B) 3 sem. hrs.

Ed9-105 **PUBLIC SCHOOL ADMINISTRATION.** An historical, philosophical and sociological study of American school administrator with a major emphasis on the function, duties and responsibilities of the school administrator; practical investigation into the daily problems, roles, techniques, and evaluations required by the administrator. Spring, Provo, (T—B) 3 sem. hrs.

Ed9-108 **SCHOOL SUPERINTENDENCY.** An introductory course in school administration for those professionals whose career goals are ultimately to aspire to central office assignments, including the position of Superintendent of Schools; study of the typical problems associated with the school superintendency including school business affairs, contract negotiations, staff personnel management, school-community relationships, legal aspects of school administration, school plant utilization, school committee policies and regulations, school bus transportation and long range planning for school systems. Prerequisite: At least two graduate courses in school administration or consent of the instructor. Spring, TBA, (W—B) 3 sem. hrs.

Ed9-110 **SCHOOL LAW I.** A basic course in the investigation of the laws of the Commonwealth of Massachusetts and the laws applicable to Massachusetts School Systems; application of the historical reference of law to the modern interpretation of school problems such as locker search, drugs, discipline, attendance and related problems of administrators and teachers. Fall, Shumway, (M—A) 3 sem. hrs.

Ed9-112 **SCHOOL LAW II.** An indepth investigation of specific school laws and how they relate to the administrating of a modern school system. Prerequisites: School Law I. Spring, TBA, (M—B) 3 sem. hrs.

Ed9-114 **LAW FOR THE TEACHER.** A basic course to inform the teacher about all the laws concerning their legal role as a teacher; discussion of the responsibilities as they apply to what legally can be done by the teacher in his relationship to the student, the administration and school board. Spring, TBA (Th—B) 3 sem. hrs.

Ed9-116 **ADMINISTRATIVE CASE STUDIES.** Administrative principles and practices emerging from the study of case materials is the basis for class discussion; decision-making functions of the administrator stressed. Spring, Sine, (Th—B) 3 sem. hrs.

Ed9-125 **ORGANIZATION AND ADMINISTRATION OF THE OPEN SECONDARY SCHOOL.** Examination of the open-environment secondary school and its philosophical basis, physical characteristics, program options, and organizational and administrative requirements; emphasis on the planning, staffing, scheduling, and evaluation aspects of organizing such a school; examination of the increased importance curriculum leadership and coordinating role of the administrator, as well as the problem of supervision and in-service training, Fall, Tower, (Th—A) 3 sem. hrs.

Ed9-130 **SEMINAR IN ADMINISTRATIVE THEORY.** Exploring selective administrative theory and its application to modern day educational problems. Fall, Sine, (Th—B) 3 sem. hrs.

Ed9-135 **SEMINAR IN PUBLIC SCHOOL ADMINISTRATIVE LEADERSHIP.** (Specialized graduate course). Explores the most modern trend of educational administration technology; focus on an investigation of complex educational problems and potential administrative techniques used to solve educational problems; format selected to stimulate intense personal discussion on individualized perceptual strategies and functional decision orientated educational leadership; participants must either be involved in educational administration or be willing to commit their free teaching time to administrative tasks. Fall, Provo, (T—B) 3 sem. hrs.

Ed9-136 **GRANTSMANSHIP.** A basic course for beginning grantsman; designed to show the beginner how to construct a grant; experts from the various government and private agencies will inform the participants on the technical aspects of grantsmanship. Spring, TBA, (M—B) 3 sem. hrs.

Ed9-145 **SEMINAR IN EDUCATIONAL PERSONNEL ADMINISTRATION.** A study of the policies and problems associated with the selection, assignment, orientation, in-service programs, evaluations, promotion, and retention of the professional and non-professional staff of a school system; topics for discussion to include – job descriptions, communication problems, fringe benefits and psychic rewards, professional negotiations, and Chapter 847 - the new certification law. Fall, Buckley, (M—B) 3 sem. hrs.

Ed9-175 **VOCATIONAL EDUCATION AND THE SUPERINTENDENT.** A basic course in educational administra-

tion highlighting the special role and duties of a superintendent of a vocational education school; a comparison of the responsibilities of a vocational education to that of a traditional superintendent of schools; discussion and definition of the techniques, methods, and tools used by the chief executive. Spring, TBA, (Th—B) 3 sem. hrs.

Ed9-185 SEMINAR IN ADVANCED PUBLIC SCHOOL ADMINISTRATION. For the advanced educational administrative student; emphasis on advanced theoretical and practical solutions to advance administrative methodology. Spring, TBA, (T—B) 3 sem. hrs.

Ed9-190 SPECIAL PROBLEMS IN SCHOOL ADMINISTRATION. A practicum experience designed around a special problem in administration of a School System. Spring, TBA, (T—B) 3 sem. hrs.

EDUCATION
LEARNING DISABILITIES

Ed9-600 DEVELOPMENTAL PATTERNS OF CHILDREN WITH SPECIAL NEEDS (Formerly known as Characteristics of Children with Learning Disabilities) A basic understanding of the child with special needs; consideration of the background and development of this area included; terminology and theories of child development presented; factors which impede learning to be analyzed and discussed. Fall, Stannard, (M—B). Spring, Stannard, (M—B) 3 sem. hrs.

En9-610 ANALYSIS AND INTERPRETATION OF CHILDREN'S BEHAVIOR AND LEARNING ENVIRONMENT (Formerly know as Assessment of Specific Learning Needs). An overview of the evaluation techniques in use for group and individual assessment of perceptual, motor, and conceptual functioning; general capabilities and academic performance of the child with special needs; examination of test data emanating from supportive personnel will be analyzed and interpreted in light of children's needs. Prerequisite: Ed9-600. (Class size limited to 20). Fall, Concannon (M—A). Spring, Concannon, (M—A) 3 sem. hrs.

Ed9-620 DEVELOPMENT AND IMPLEMENTATION OF AN INDIVIDUALIZED EDUCATIONAL PLAN FOR CHILDREN WITH SPECIAL NEEDS (Formerly known as Methods and Materials for Children with Learning Disabilities) Emphasis on the following topics — process and task analysis; the scope and sequence of perceptual, cognitive and academic materials; commerical and informal programs; the evaluation of materials; progress reporting; classroom organization and main-streaming techniques. Prerequisites: Ed9-600, Ed9-610. Fall, Brown, (Th—A), Spring, Brown, (Th—A) 3 sem. hrs.

Ed9-625 **CLASSROOM MANAGEMENT TECHNIQUES FOR CHILDREN WITH SPECIAL NEEDS.** The basic principles and procedures for behavior management, its implementation in a school setting, evaluation, and alternative techniques; student expected to conduct a behavior management project as a course requirement. Fall, Derosiers, (W—B) 3 sem. hrs.

Ed9-630 **PROGRAM DEVELOPMENT AND EVALUATION FOR THE GENERIC SPECIAL TEACHER.** The examination of current and proposed organizational plans for the delivery of services; application of research findings to curriculum effectiveness; program evaluation in terms of meeting the individual child's needs within the total school structure. Prerequisites: Ed9-600, Ed9-610, Ed9-620. Fall, TBA, (W—A), Spring, DesRosiers, (W—A) 3 sem. hrs.

Ed9-640 **CONSULTING AND INTERPERSONAL SKILLS FOR THE GENERIC SPECIAL TEACHER.** The development of consulting skills used with parents and school staff; areas include relationships of special educators with other school professionals, interpersonal skills with parents and school personnel, and effective consultations with teachers, parents and community agencies; techniques of dealing with stress situations in the home, in the school, and in the community to be developed. Techniques to be used in the Core Evaluation are discussed. Prerequisites: Ed9-600, Ed9-610, Ed9-620, Ed9-630. Spring, TBA, (Th—A) 3 sem. hrs.

EDUCATION
READING, LANGUAGE ARTS

Ed8-500 **READING IN THE ELEMENTARY SCHOOL.** Intensive overview of the basic reading skills; effective teaching strategies and utilization of multi-media in reading instruction; assessing reading growth and provision for wide range of reading abilities in the classroom. Fall, Fraumeni, (W—A). Spring, Fraumeni, (T—A) 3 sem. hrs.

Ed8-530 **READING IN THE CONTENT AREAS.** The study skills involved in reading in various subject matter areas; materials and teaching strategies critically evaluated. Spring, O'Mara, (T—A) 3 sem. hrs.

Ed8-558 **STUDENT CENTERED LANGUAGE ARTS.** Development of an English curriculum featuring variety of innovative approaches and assignments for secondary school. Spring, Osborne, (Th—A) 3 sem. hrs.

Ed9-505 **FOUNDATIONS OF READING.** An advanced reading course for elementary and secondary educators and school psychologists; reading growth examined in terms of learning modalities, current research and effective practice. Prerequisite: A previous grade

course in reading and/or permission of Instructor. Fall, Jennings, (W—A) 3 sem. hrs.

Ed9-510 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES. Studies current diagnostic techniques for the analysis of reading deficits; prescribes appropriate instructional strategies and materials, and diagnosis one pupil's reading problems as presented in a formal case report. Prerequisites: The Teaching of Reading or Current Trends in the Teaching of Reading. Fall, Mitchell, (M—B). Spring, Jennings, (Th—A) 3 sem. hrs.

Ed9-512 ADVANCED STUDY IN THE TEACHING OF LANGUAGE ARTS AND READING. Focuses on teaching reading and language arts skills through children's books; innovative methods, materials and games devised by participants in the course, and curriculum materials and professional texts evaluated and analyzed. Prerequisites: A language arts course at the undergraduate level taken within the past five years from an accredited institution; also a course in Children's Literature (see Elective 800-1). Fall, Pilon, (W—A) 3 sem. hrs.

Ed9-525 CURRENT TRENDS IN THE TEACHING OF READING. The function of reading in the modern school program; effective procedures for developing the basic reading skills; practical techniques for improving pupil competence in the reading-study skills of content areas and methods of diagnosing and correcting reading deficiences. Prerequisite: The Teaching of Reading or permission of Instructor. Fall, Jennings, (Th—A) Spring, Gorman, (Th—B) 3 sem. hrs.

Ed9-560 RESEARCH IN TEACHING OF LANGUAGE ARTS AND READING (Fourth course in sequence). Study of significant research studies done in the areas of language arts and reading; history and origins of the English language explored; research papers prepared by participants in the areas of speaking and listening vocabulary development, grammar and usage; reading and creative writing; views and opinions of prominant contemporary writers discussed and their implications for teaching considered. Spring, Pilon, (T—A) 3 sem. hrs.

EDUCATION CORE

Ed9-960
9-961
9-962 RESEARCH IN EDUCATION. Use of appropriate research methods in selection and evaluation of data and assisting the graduate student in the preparation and understanding of a research report; emphasis on the nature of and criteria for evaluating research, library, techniques and format of report, and necessary statistical concepts and methods of research; demonstration of knowledge of these in a term research

study required. Prerequisite: A bachelor's degree from an accredited college. Fall — 9-960; Hilton, (M—A); 9-961, Griffiths, (Th—A); 9-962, Costello, (W—B). Spring — 9-960, Hilton, (M—A); 9-961, TBA, (Th—A); 9-962, Costello, (W—B) 3 sem. hrs.

Ed9-970
9-971
9-972
9-973

ADVANCED PHILOSOPHICAL FOUNDATIONS OF EDUCATION. Oriented towards the total self of the student in terms of rationalistic pragmatic and existential-humanistic philosophies of education; emphasis on the deepening, raising and broadening of one's consciousness about the philosophical phenomena of education in the contexts of teaching and learning knowledge and experience and school and society; an indepth philosophical study of education, drawing upon the sources of knowledge and experience for self-development required. Prerequisite: Philosophy of Education or consent of Instructor. Fall — 9-970, Schlosser, (M—B); 9-971, Schlosser, (Th—B); 9-972, Traub, (T—A); 9-973, F. Masterson, (W—A). Spring — 9-970, Traub, (T—A); 9-971, Traub, (Th—A); 9-972, F. Masterson, (W—B); 9-973, F. Masterson, (M—B) 3 sem. hrs.

Ed9-980
9-981
9-982

ADVANCED PSYCHOLOGICAL FOUNDATIONS OF EDUCATION. Studies and evaluates the role of those environmental, mental and extramental forces which motivate all learners to utilize fully and effectively their capacities, aptitudes and attitudes; systematic analysis of the major schools of psychology with special attention focused on the contemporary schools; attention given to the teachers' role in the learning process and special emphasis on the application of these principles to specific classroom situations. Prerequisities: Educational Psychology or permission of the Instructor. Fall — 9-980, J. Jones, (M—A); 9-981, J. Shea, (M—B), 9-982, Nash, (T—A). Spring — 9-980, J. Jones, (M —A); 9-981, J. Shea, (T—A); 9-982, TBA, (W—B) 3 sem. hrs.

ENGLISH

En7-101 **ENGLISH COMPOSITION.** Review of English mechanics and writing principles; emphasis on writing, rhetorical analysis of selected reading; instruction in the techniques of research and in the writing of a research paper. Fall, Walker, (Th—A). Spring, Staff, (T—B) 3 sem. hrs.

En7-110 **SURVEY OF AMERICAN LITERATURE I.** American literature up to the Civil War; colonial and federal periods, and transcendentalists. Fall, Ellis, (T—A) 3 sem. hrs.

En7-121 **SURVEY OF ENGLISH LITERATURE II.** The development of English literature from 1798 to the present; required of all English majors. Spring, Staff, (M—A) 3 sem. hrs.

En7-150 THE SHORT STORY. The short story form from its origins in the medieval tale to modern short stories which are psychological probings of character; attention to changes in structure and to Poe's theory of the short story; selection from Conrad, Mansfield, Joyce, and others. Spring, Staff, (W—A) 3 sem.hrs.

En7-420 SHAKESPEARE I. Major plays; required of all English majors. Spring, Staff, (Th—B) 3 sem. hrs.

En8-110 APPROACHES TO THE LITERARY EXPERIENCE. An introduction to practical criticism; a broad spectrum of critical approaches applied to a selected group of literary examples in order to unlock the immense variety and vitality of literature. Spring, Staff, (M—B) 3 sem. hrs.

En8-112 HISTORY OF THE ENGLISH LANGUAGE. An historical examination of the phonology, syntax, and lexicon of English from its Proto-Indo-European origins to its contemporary dialects. Spring, Staff, (T—B) 3 sem. hrs.

En8-115 THE VICTORIAN FEMALE. A study of the roles and sterotypes of English women in works by Austen, Byron, Dickens, Thackery, Tennyson, Wilde, Shaw, and others. Fall, Wasilko, (W—B) 3 sem. hrs.

En8-121 FILM AND LITERATURE. Examination of the relation between two modes of artistic expression which may determine modern aesthetic responses; selected novels, short stories, plays and poetry and their film counterparts read and viewed in an effort to discover the interdependence of the two forms. Fall, Roberts (M—B) 3 sem. hrs.

En8-230 POE, HAWTHORNE, MELVILLE. Concentrates on the three great American novelists of the nineteenth century who followed the Romantic impulse into its dark underside; their reaction to Romanticism used to define the qualities of the first appearance of mature, self-conscious American literature. Spring, Gibbs, (T—A) 3 sem. hrs.

En8-400 LITERATURE AND SOCIAL CHANGE. Selected topics in the literature of social change; concentration on two or three social problems of contemporary concern and a number of literary works past and present which deal with each; extensive outside reading and in-class presentation. Spring, Walker, (Th—A) 3 sem. hrs.

En9-215 THE 19TH CENTURY ENGLISH NOVEL. Readings from the novels of Austen, Thackeray, Dickens, Eliot, Hardy, Conrad and others. Spring, W. Sullivan, (M—A) 3 sem. hrs.

En9-310 SHAKESPEARE I. Comedies and history plays. Fall, Herx, (W—B) 3 sem. hrs.

En9-320 SHAKESPEARE II. Examination of the major tragedies. Spring, Herx, (W—B) 3 sem. hrs.

En9-400 THE RENAISSANCE. Examination of the intellectual background of sixteenth century as literature provided by the prose works of Pico Mirandola, Machiavelli, Thomas More, and Erasmus; and the poetry of Wyatt, Surrey, Sidney, and Spenser. Spring, Staff, (W—A) 3 sem. hrs.

En9-405 MODERN BRITISH LITERATURE. The major prose fiction of the period — Joyce, Lawrence and others, but will devote some attention to related contributions in the other genres. Fall, Walker, (M—A) 3 sem. hrs.

FRENCH

Fr7-101 7-102 FRENCH LANGUAGE AND CULTURE I, II. Fundamentals of written and spoken French correlated with a comparative study of French and Anglo-American culture and civilization; recommended for the humanities distribution requirement. 7-101, Fall, TBA, (T—B). 7-102, Spring, TBA, (T—B) 3 sem. hrs.

Fr8-105 INTRODUCTORY ORAL PRACTICE. Basic acquaintance with the French language, its structure, pronunciation and everyday use; for those who would like to acquire a practical use of French for traveling, increase their knowledge and general culture, or for the pleasure derived from knowing another language. Spring, Y. Martel, (M—A) 3 sem. hrs.

Fr8-200 ADVANCED CONVERSATION. For teachers of French and other languages desiring to expand and use their vocabulary; a "salon-type" atmosphere where current topics are discussed; no textbook but reprints of magazine articles for reading and discussion; completely oral — no writing. Fall, J. Celona, (Th—A) 3 sem. hrs.

GEOGRAPHY

Ge8-100 PRINCIPLES OF CULTURAL GEOGRAPHY. Man-land relationships, settlement patterns, problems related to urbanization, pollution, conservation and patterns of change. Spring, Hunt, (W—A) 3 sem. hrs.

Ge8-200 CONSERVATION AND NATURAL RESOURCE MANAGEMENT. Seeks optimal solutions to problems within the existing framework of physical, social and economic constraints. Fall, Downey, (M—B) 3 sem. hrs.

Ge8-220 GEOGRAPHY OF THE U.S.S.R. Physical environment, differentiations due to regional economics, populations, cultures; problems of a giant in a tripartite power play. Spring, Knadler, (M—A) 3 sem. hrs.

Ge8-400 VINICULTURE. The cultivation of wine grapes and their manufacture into wines; regional stress — United States, France, Germany and Italy; topical stress —

physical geographic relationships, manufacture, marketing and consumption; wine sampling required. Fall, R. Thompson, (T—A) 3 sem. hrs.

GERMAN

Gn8-100 BEGINNING GERMAN. Essentials of German grammar; functional use of the language and designed mainly for language teachers or students proficient in foreign languages. Fall, Grimes, (T—A) 3 sem. hrs.

HEALTH EDUCATION

He8-150 HUMAN SEXUAL AWARENESS. Sexual awareness and the kinds of sexual attitudes and messages that are conveyed, both verbally and nonverbally, by one to another, examining attitudes and previous learning about sex and sexuality. Fall, TBA, (W—B) 3 sem. hrs.

He8-175 CREATIVE TEACHING IN HEALTH. For those interested in teaching health at the elementary/secondary level; focus on the role and responsibilities of the classroom teacher as a major force in the creative teaching-learning environment. Fall, D. Read, (W—A) 3 sem. hrs.

He8-250 HUMAN SEXUALITY AND SEX EDUCATION. Physiological, psychological, sociological, philosophical, and historical background of sexuality; techniques and methods for subject area in the elementary/secondary schools emphasized. Fall, TBA, (M—A). Spring, TBA, (M—A) 3 sem. hrs.

He8-255 GROUP PROCESSING IN HEALTH EDUCATION. Development of skill and knowledge of group processes in human relationships; primarily an experiential class discovering potential and worth in every individual and in the ways one feels and learns; content and emphasis varies from year to year; focus on various issues in health education (i.e. drugs, sex, emotional health, living in our environment, nutrition, etc.) Fall, TBA, (W—A). Spring, TBA, (W—B) 3 sem. hrs.

He8-300 DRUGS AND SOCIETY. Effect of drug use, abuse, and misuse; major drugs of the contemporary drug scene; the possible reasons for drug use; the role of the law in drug abuse. Spring, TBA, (T—A) 3 sem. hrs.

He8-330 VALUES CLARIFICATION IN HEALTH EDUCATION. The importance of setting up a climate conducive to group sharing and the necessity and techniques of values clarification in health education; students to participate in and design their own values model for use in teaching. Spring, Staff, (W—A) 3 sem. hrs.

He8-375 HEALTH AND NUTRITION. Information regarding basic nutritional requirements and how they contribute to maintenance of good health, study

of obesity-diet-exercise, heart disease and diet, health foods and quackery. Fall, TBA, (Th—A) 3 sem. hrs.

He8-400 **MENTAL HEALTH EDUCATION IN THE SCHOOLS.** The interpersonal and decision-making skills which contribute to an individual's mental health and how these skills are taught within the framework of the health education program; students to develop and sharpen their own interpersonal and decision-making skills in order to teach these skills; the "Inside/Out" Health Education T.V. series and other health education materials used throughout the course to develop teaching skills. Fall, Corry, (T—A) 3 sem. hrs.

He8-430 **ALCOHOL AND ALCOHOL EDUCATION.** The principles and factual basis of alcohol use and abuse, effects on the human body, laws and restrictions, proper use of alcohol, and problems resulting from abuse; need and methods of alcohol education. Spring, Corry, (T—B) 3 sem. hrs.

He8-460 **AGING, DEATH AND SUICIDE EDUCATION.** The relationship of death to life, and life to death; discussion of the meaning of aging and death to man; bereavement (coping with the death of another) and suicide, that is, understanding the ecology, etiology, and prevention of suicide. Fall, TBA, (M—B). Spring, Staff, (M—B) 3 sem. hrs.

HISTORY

Hi7-111 **UNITED STATES HISTORY I.** A survey of United States political, social, economic, diplomatic and cultural movement from the Colonial period to the New Deal. Fall, Mitchell, (M—A) 3 sem. hrs.

Hi7-113 **U.S. HISTORY 1865—PRESENT.** Major political, economic, social and diplomatic developments from the Civil War to the Cold War. Spring, Mitchell, (M—A) 3 sem. hrs.

Hi8-120 **AMERICAN INDIAN: PAST AND PRESENT.** The part played by the American Indian in the development of America; the encounter between Indian and European civilization and the inter-relationship between Indian culture and Indian history. Fall, McGraw, (T—A) 3 sem. hrs.

Hi8-350 **IMAGE OF WOMAN IN AMERICAN HISTORY.** Prevailing views regarding the status of American women from the colonial era to the present; class distinctions and geographic factors included; comparisons drawn with the reality of the situation using first-hand accounts, representative fiction and historians' opinions. Spring, TBA, (Th—B) 3 sem. hrs.

Hi8-355 **THE IMAGE OF WOMAN IN WESTERN HISTORY.** The changing image of women and their real role at several pivotal stages in European history; the causes and consequences of the fantasy and reality for the individual (female and male) and society. Fall, TBA, (W—B) 3 sem. hrs.

Hi9-150 HISTORY OF EUROPE, 1914-39. The politics and diplomacy of World War I; its aftermath; the world depression; the rise of totalitarian regimes; and the years of appeasement. Fall, Yuan, (W—A) 3 sem. hrs.

Hi9-170 EUROPE SINCE 1939. Details of Hitler's Europe and the origins of post World War II problems; the confrontation of the super-powers; the liquidation of the colonial empires, the transformation and reconstruction of western and central Europe. Spring, Yuan, (W—A) 3 sem. hrs.

Hi9-210 THE AMERICAN REVOLUTIONARY ERA. In-depth study of the period 1763-1789; extensive readings; different interpretations of subject matter discussed; term paper based on original sources required. Spring, Walett, (T—A) 3 sem. hrs.

Hi9-310 CHINA IN THE 20TH CENTURY. Major political, diplomatic and intellectual developments in China during the present century; the origins of Chinese Communism, the civil war and the People's Republic of China since 1949. Spring, E. Shea, (M—A) 3 sem. hrs.

Hi9-510 THE MIND OF MODERN RUSSIA. The major attitudes and ideas that have shaped the Russian mind from the Muscovite era to the present; religious themes, Marxism, and the nature of dissent. Fall, Shea, (M—A) 3 sem. hrs.

Hi9-650 GREAT HISTORIANS OF EUROPE. Major historians of modern Europe relative to schools of historical thought, attitudes and methods, with research emphasis on the writing of history and discussion of the findings of students. Fall, Hedman, (T—B) 3 sem. hrs.

Hi9-710 THE CONTEMPORARY MIDDLE EAST. The eastern Mediterranean world in the 20th century; problems of the new nations of the area and conflicts among them; the role of the major powers in this region. Fall, Saliba, (M—B) 3 sem. hrs.

Hi9-910 THE SHAPING OF THE EUROPEAN MIND. A study of the utilitarian, nationalist and socialist schools; fascism, communism and liberalism. Spring, Hedman, (T—B) 3 sem. hrs.

MATHEMATICS

Ma7-160 7-161 SURVEY OF MATHEMATICS I, II. Appreciation of mathematics such as logic, algebra, geometry, number theory, probability and statistics, and others. 7-105, Fall, Redding (T—A). 7-111, Spring, Redding, (Th—A) 3 sem. hrs.

Ma8-200 TOPICS IN GEOMETRY. Axiomatic approach to selected topics in Geometry, Euclidean and non-Euclidean. Prerequisite: Calculus IV or equivalent. Spring, Staff, (W—B) 3 sem. hrs.

Ma8-400 NUMBER THEORY. Divisibility, primes, congruence,

primitive roots, and quadratic residues. Prerequisite: Modern Mathematics or equivalent. Fall, Kotzen, (W—B) 3 sem hrs.

Ma8-568 SPECIAL PROBLEMS IN MATHEMATICS. Study of some topics in mathematics not usually covered in formal course work, or, to prepare students to do independent work in their field of interest, or , to examine an individually motivated problem under the guidance and supervision of a faculty member. Prerequisite: Permission of Instructor. Spring, Schoen, (M—B) 3 sem. hrs.

Ma9-100 ANALYSIS I. Elementary topology; definition and properties of functions; rigorous treatment of integration; Taylor's theorem; infinite series and power series. Fall, Redding, (Th—A) 3 sem. hrs.

Ma9-101 ANALYSIS II. Continuation of Analysis I; functions of several variables; introduction to different geometry, differential forms, theorems of Gauss, Green and Stokes; Lebesque integration included. Spring, Redding, (T—A) 3 sem. hrs.

Ma9-400 ABSTRACT ALGEBRA. Elementary properties of groups, rings, integral domains and fields; groups through Sylow Theory and field theory through Galois Theory or ring Theory through Primary Decomposition or linear Algebra through Jordan Cononical forms. Fall, R.J. Perry, (Th—B) 3 sem. hrs.

Ma9-600 TOPOLOGY. Includes such topics as metric spaces, topologies, separation axioms, convergence, coverings, compactness, connectedness, and completeness. Prerequisite: Modern Mathematics or Equivalent. Spring. R.J. Perry, (Th—B) 3 sem. hrs

MEDIA

Me7-192 CREATIVE DRAMATICS. Principles and techniques of leading improvised dramatic activity, particularly with children; the value of creative dramatics for furthering child development, awareness, and creativity; areas include movement, mime, verbal improvisations, story dramatizations, and values teaching. Fall, A.M. Shea, (T—A) 3 sem. hrs.

Me8-140 UTILIZATION OF INSTRUCTIONAL MEDIA. Presents the opportunity to learn about a variety of audio-visual machines, devices, procedures, techniques and materials. Spring, G. Mitchell, (Th—B) 3 sem. hrs.

Me8-145 PREPARATION OF INEXPENSIVE INSTRUCTIONAL MEDIA. Laboratory practice in creating visual instructional media applying lettering, coloring and mounting techniques; end products include pictures, maps, charts, and graphs for projected and non-projected use. Fall, Davis, (T—A) 3 sem. hrs.

Me8-153 LEARNING RESOURCES FOR YOUNG ADULTS. Designed to provide teachers and librarians with a knowledge of the fundamental principles in evaluating

and selecting books and related materials for students in junior and senior high schools; handling controversial book problems; sources for non-book materials; relating selection practices to the educational program of the modern secondary school; course will satisfy, in part, the requirements for the public school librarian's certificate. Fall, McGough, (Th—B) 3 sem. hrs.

Me8-160 PRODUCTION & DIRECTION OF T.V. PROGRAMS. Familiarization of all aspects of closed circuit television production including sound, lighting, graphics staging, production, and equipment operation; students will write, direct and operate camera and videotape recorder in the production of a program. Fall, R. Jones, (T—C). Spring, R. Jones, (T—C) 3 sem. hrs.

Me8-164 PRIME TIME: THE GAME OF TELEVISION. Prime time is a large scale, role-playing simulation of television as a business activity; students in the game come to understand the medium and the forces involved in its decisions by, in effect, becoming that industry for a term — serving in the role of network executive, producer, sponsor, legislator, etc. Fall, Goldstone, (W—C) 3 sem. hrs.

Me8-223 CATALOGING & ORGANIZING LEARNING MATERIALS. The principles and procedures involved in acquisition, cataloging and processing of book and non-book materials studied and practiced; developing skills in the utilization of libraries and in instructing others on how to use libraries. Fall, Piccolo, (M—B) 3 sem. hrs.

Me8-270 PHOTOGRAPHY I. Basic principles, skills and techniques of photography and their application to visual communication. Fall, TBA, (M—A). Spring, TBA, (W—B) 3 sem. hrs.

Me8-275 ADVANCED PHOTOGRAPHY. Principles and application of zone system; characteristics of photographic materials; critiques, concentration on a theme of the student's choice. Prerequisite: Photography I. Consent of Instructor. Fall, Byers, (W—B) 3 sem. hrs.

Me8-300 THE AMERICAN THEATRE. History and nature of drama and dramatic performances from the colonial period through the present relationship of theatre to political, cultural, and social forces and events; readings of selected plays and source material required. Fall, Seiffer, (M—A) 3 sem. hrs.

Me8-305 STORYTELLING. Principles and techniques of relating basically narrative poetry and prose to children; vocal variety, interpretative approaches and methods, gesture, handling of materials, introductory and follow-up techniques stressed; practice in making class and laboratory presentations. Spring, Seiffer, (M—A) 3 sem. hrs.

Me8-600 LEARNING RESOURCES FOR CHILDREN. Establishes criteria for evaluating and selecting print and non-print materials for elementary school library;

the use and limitations of standard selection aids and review media; special problems associated with censorship, materials requiring audio-visual production, acquisitions and procedures, and weeding. Spring, Piccolo, (W—B) 3 sem. hrs.

Me8-715 VOICE FOR THE PROFESSIONAL. Theory and practice in vocal quality, articulation and interpretation; use of the microphone. Spring, A. Shea, (T—B) 3 sem. hrs.

Me8-900 ADMINISTRATION OF THE SCHOOL LEARNING RESOURCE CENTER. The theory and practice of administering a collection of print and non-print material, and program of service fundamental to the achievement of educational goals in elementary and secondary schools; aspects of administration in which the librarian and school administrator are most directly concerned — physical plant, budget, public relations, staffing, scheduling and record keeping — stressed. Spring, Joyce, (T—A) 3 sem. hrs.

Me9-100 INTRODUCTION TO MEDIA. An overview of the field of communication media leading to an understanding of the important channels through which information must pass and of the operation of the more familiar instruments of communication used in libraries, schools, and training programs; introduction to the major sources of information and the systematic ways in which it is stored and retrieved. Spring, TBA, (M—B) 3 sem. hrs.

Me9-150 EDUCATIONAL TECHNOLOGY IN THE DESIGN OF INSTRUCTIONAL SYSTEMS. A systems approach to the use of media in the teaching-learning process; focus on the problems of individualizing instruction, defining learning objectives, and incorporating appropriate media in the solution of educational problems. Spring, TBA, (W—A) 3 sem. hrs.

MUSIC

Mu7-250 MUSIC APPRECIATION. Increases knowledge and enjoyment of music; periods include Renaissance, Baroque, Classical, Romantic and Twentieth Century. Fall, Celona, (M—B). Spring, Sahagian, (T—B) 3 sem. hrs.

Mu8-275 SYMPHONIC MUSIC. The study of symphonic masterpieces from the 18th and 19th centuries; major composers of the symphony beginning with Haydn. Fall, Sahagian, (T—B) 3 sem. hrs.

Mu8-370 TWENTIETH CENTURY MUSIC. Impressionists through Stravinsky, the Schoenburg School, Bartok, Hindemuth, and other significant composers; includes electronic and aleatory music. Spring, Kaminsky, (W—B) 3 sem. hrs.

NATURAL SCIENCE

Ns7-100 PHYSICAL SCIENCE I. Survey of the physical sciences with particular emphasis on physics and chemistry, particularly the evolution of concepts and theories; scientific methods and attitudes considered; topics include physical laws, measurement, laws of motion, gravitation, energy, conservation laws, kinetic molecular theory and wave motion. Fall, Staff, (W—B) 3 sem. hrs.

Ns7-101 PHYSICAL SCIENCE II. Survey of physics and chemistry; evolution of concepts and theories; light, electricity, magnetism, fundamentals of chemistry, atoms and molecules, the structure of atoms, quantum theory and relativity; course includes laboratory exercises and activities. Fall, Belanger, (T—B). Spring, TBA, (M—B) 3 sem. hrs.

Ns8-860 ASTRONOMY IN THE SPACE AGE. Through lectures, discussions, and demonstrations students become familiar with the solar system, planetary and stellar motions, the physical characteristics of stars, the galaxies, our calendar, astronomical time and calculations, cosmogony, and space travel speculations. Fall, Chapman, (T—B) 3 sem. hrs.

NURSING

Nu7-410 COMMUNITY HEALTH NURSING I. Application of the concept of community health, maternal-child health and psychiatric nursing to the care of individuals, families, and groups served by community health agencies; emphasis on the process of nursing assessment, family-centered care, use of community resources, and the development of therapeutic relationships with selected persons in various health service and treatment centers. Prerequisite: Consent of Department. Spring, Lovering, (M—W(A)) 6 sem. hrs.

Nu8-200 THE NURSE AND THE LAW. Introducing the Registered Nurse to some of the more important legal problems facing her profession; such questions as malpractice, abortions, and employee-employer relationships covered; demonstration of how the nurse should handle such situations in order to care for the patient and also comply with the law. Spring, Najemy, (T—A) 3 sem. hrs.

Nu8-300 THE PERSON IN THE PROFESSION OF NURSING. Providing the Registered nurse with the opportunity to explore the importance of self and understanding of self in relation to others and in relation to the profession. Fall, Goodman, (T—A) 3 sem. hrs.

Nu8-600 CORONARY CARE FOR NURSES. Preparing the professional nurse to assess the patient as an individual in the coronary care unit and to provide direct comprehensive intensive nursing care; importance of ef-

fective communications with other health team members concerning the needs of the cardiac patient stressed. Fall, Alexander (T/Th—A) 6 sem. hrs.

Nu8-700 **PATHOPHYSIOLOGY.** Principles of pathogenesis which apply to most diseased states followed by a review of the normal physiology of selected organs and systems and finally by abnormal and pathologic physiology; deviation of function at the gross and molecular level, and brief reference to causes, symptoms and laboratory findings discussed; each deviation of function viewed as a stress that places a burden on the body's control mechanisms and total energy resources; clinical and research specialists invited occasionally to give lectures. Fall, Kreider, (T—B) 3 sem. hrs.

PHILOSOPHY

Ph7-100 **LOGIC: HOW TO THINK AND REASON.** A dialectical approach to the kinds of human knowledge and the nature of science and philosophy for the purpose of establishing an interdisciplinary understanding of curriculums; introduction to the basic forms of logical inquiry in order to formulate and evaluate logical arguments as a means of philosophical investigation and a defense against contemporary rhetoric. Fall, Brophy, (M—B) 3 sem. hrs.

Ph7-101 **CONTEMPORARY AND CLASSICAL PROBLEMS IN PHILOSOPHY.** Nature, purpose, problems of philosophy; to challenge the student in the development of his own philosophical perspective. Spring, Brophy, (M—A) 3 sem. hrs.

Ph8-120 **PHILOSOPHY OF THE HUMAN CONDITION.** Explores the philosophical problems relevant to human nature and the person; problems of matter, spirit, mind, body, soul, life, death, immortality, knowledge, intellect, freewill and evolution will be considered, through the focus of both empirical and metaempirical methodologies; human nature in its physical and spiritual dimensions will be examined scientifically and philosophically. Spring, Schaff, (W—A) 3 sem. hrs.

Ph8-200 **MORALITY AND HUMAN ACTS.** A dialectical examination of the language, methods, and questions of: Is life worth living? What is good? How do we judge these matters? Are there any standards? Which is more important conscience or law? And to apply our reasoning to these matters as they involve politics, society, medicine, business, law and every day life in the streets. Spring, Brophy, (W—B) 3 sem. hrs.

Ph8-225 **THE DEATH OF GOD.** An exploration of the ideas which form the movement known as "The Death of God" exploration of "radical theology", "Christian atheism" and "new theology"; examination and critique of the works of John Robinson, Harvey Cox, Thomas Altizer, Gabriel Vahanian; films, guests, stu-

dent projects; the "future" of God and the "future" of religion. Fall, TBA, (Th—A) 3 sem. hrs.

Ph8-235 **POLITICAL AND SOCIAL PHILOSOPHY.** The Fundamental concepts of groups and individuals in social and political theory and a discussion of problems of relations of groups and individuals; among problems and concepts to be discussed are responsibilities of individuals to groups, the nature of collectivity, the concept of community, and the concept of an individual. Fall, Robbins, (T—A) 3 sem. hrs.

Ph8-236 **PHILOSOPHY OF SOCIAL SCIENCES.** Theories and methods of social science examined in order to disclose the implicit premises of Social Science models of man, and delineation of the existential ramifications of the premises; deliberations are the bases for discussing the question — What are (or should be) the differences between social science and other kinds of science. Spring, Robbins, (T—A) 3 sem. hrs.

Ph8-250 **RIGHT TO LIVE AND RIGHT TO DIE!** The possibility of judging these questions is faced with the everyday fact that judgments are made; inquiry into the legal, customary, religious, social, biological, ethical and political foundations so that the "final solution to the human question" is not made for us! Fall, Brophy, (T—A) 3 sem. hrs.

Ph8-254 **INTRODUCTION TO 20TH CENTURY RELIGIOUS THOUGHT.** Exploration of the changes that have come into religious thought in 20th century through various thinkers such as Buttmann, Tillich, Bonhoeffer, Merton, Huxley, Gurdjieff, Baba Ram Das, as well as through certain events such as Vatican II and World Council of Churches, and certain movements such as crisis theology, death of god-movement, and Zen Buddhism; assessment of the present state of religious ideas. Spring, Garrelts, (M—A) 3 sem. hrs.

Ph8-291 **PHILOSOPHY OF HUMAN POTENTIALITY.** The philosophical problems relevant to human nature and the person; problems of matter, spirit, mind, body, soul, life, death, immortality, knowledge, intellect, free will and evolution will be considered, through the focus of both empirical and metaempirical methodologies; human nature in its physical and spiritual dimensions examined scientifically and philosophically. Spring, Schlosser, (Th—B) 3 sem. hrs.

PHYSICAL EDUCATION

Pe7-301 **KARATE.** Introduction to the various blocking, striking and kicking forms used in basic practice, and will teach the student the proper stances and movement necessary to make these techniques functional; defenses against the most common holds in a self-defense encounter. Spring, Warren, (T—A) 1 sem. hrs.

Pe7-302 **YOGA.** Fall, Mintz, (W—A) 1 sem. hr.

Pe8-100 MOVEMENT EDUCATION. A success oriented, problem solving approach to teaching physical education emphasizing creativity; used to teach sports, games, gymnastics, aquatics, and dance. Spring, Semerjian, (T—A) 3 sem. hrs.

Pe8-200 LEARNING THROUGH MOVEMENT AND INTERRELATED ARTS. An experiential course dealing with student creativity in all the arts — emphasis on integration through movement; elements of movement interrelated with the elements of music, language arts and visual arts; individual and group experiences created around line, space, time, form, color and nature. Fall, Semerjian, (T—A) 3 sem. hrs.

Pe8-250 PRINCIPLES OF COACHING. The understanding and skills necessary for a person to coach children in any sport; the values a coach must teach, the relationships the coach must establish between himself and the school; the team, the individual player, the opposing teams and the community will be analyzed. Fall, Dyson, (W—A) 3 sem. hrs.

Pe8-550 RECREATIONAL LEADERSHIP. Brief study of the history and basic principles of recreation; a knowledge of the methods employed in conducting surveys and organizing both indoor and outdoor activities under the categories generally employed, such as adult, industrial and social recreation; playground activities, arts and crafts, camping and water sports evaluated. Spring, Dyson, (W—A) 3 sem. hrs.

PSYCHOLOGY

Ps7-100 GENERAL PSYCHOLOGY I. Psychology as a behavorial science; emphasis on history, scientific method, brain, nervous system, maturation, development, learning, motivation, and perception. Fall, Robbins, (Th—B) 3 sem. hrs.

Ps7-101 GENERAL PSYCHOLOGY II. Continuation of Ps7-100 orientation to psychology as introduced in General Psychology I; emphasis upon emotion, behavior disorders and topics in the social milieu. Spring, Nash, (T—B) 3 sem. hrs.

Ps7-105 HISTORY AND SYSTEMS OF PSYCHOLOGY. Historical and systematic analysis of psychological thought and points of view; schools or systems of psychology, such as structuralism, functionalism, behaviorism, hormic, psychoanalytic and Gestalt psychology. Prerequisites: Ps7-100, Ps7-101. Fall, O'Connor, (T—B) 3 sem. hrs. —B) 3 sem. hrs.

Ps7-200 PSYCHOLOGICAL METHODS. Questions about behavior are formulated and then tested through experiments; lectures and laboratory experiences, used to expose psychology majors to the procedures of designing, conducting and reporting experiments. Prerequisite: General Psychology I & II. Spring, TBA, (W—B) 3 sem. hrs.

Ps8-120 **PSYCHOLOGICAL STATISTICS.** Statistical principles and techniques as applied to psychological data; the selection of procedures appropriate to the problems, interpretation of outcomes, data tabulation and reduction, measurement of central tendency and variability, correlation and prediction, association and analysis of variance. Prerequisite: General Psychology I and II. Spring, TBA, (W—B) 3 sem. hrs.

Ps8-420 **CLINICAL PSYCHOLOGY.** Various approaches to the treatment of emotional disorders; the psychoanalytic approach, the behavior modification approach, and the client-centered approach; case studies will be presented and discussed in relation to the various approaches. Prerequisite: General Psychology I and II. Spring, Matheson, (M—B) 3 sem. hrs.

Ps8-500 **CHILD GROWTH AND DEVELOPMENT.** The human organism from conception through adolescence; sequential patterns and characteristics of personality development vis-a-vis physical growth. Spring, TBA, (W—A) 3 sem. hrs.

Ps8-650 **PSYCHOLOGY OF ADJUSTMENT.** Mental health and personality in the person; values and adjustive behavior in the establishment of values; an experiential emphasis and the techniques of role-playing and pscho-drama utilized in the application of viability of theory. Fall, Daly, (M—A) 3 sem. hrs.

Ps8-750 **THEORIES OF PERSONALITY.** Survey of the major theories of personality; understanding the person and why he behaves as he does explored through different theoretical frameworks with consideration given to the author's background, dynamics of personality, development of personality, methods of research and evaluation. Spring, O'Connor, (Th—B) 3 sem. hrs.

Ps8-775 **ABNORMAL PSYCHOLOGY.** The etiology, dynamics and treatment of psychopathology and its relationship to normal personality; contemporary approaches as well as traditional categories of psychopathology. Prerequisite: General Psychology I and II. Fall, Matheson, (T—A) 3 sem. hrs.

Ps8-780 **PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** The psychology and treatment of any child who is well above or below average in physical constitution, intelligence, emotional development, or other factors; study of the etiology, classification, and problems of children who have physical disabilities, mental retardation, emotional or social difficulties; parents, home, school, peer group and the community considered in relation to the child's mental health; this course meets the requirements toward State Certification of Psychological Assistant and Public School Psychologist. Fall, Lonergan, (M—A) 3 sem. hrs.

Ps8-785 **PSYCHOLOGY OF SUBNORMAL AND UNADJUSTED CHILDREN.** The psychology and treatment of children having superior or inferior intellectual ability, defective vision, hearing, speech, and physical handi-

caps; the mental equipment of individual children, different degrees of retardation and their causes, and disorders of behavior which frequently are concommitant; the psychological bases of suitable curriculum for mentally retarded children evaluated. Fall, TBA, (M–B). Spring, TBA, (M–B) 3 sem. hrs.

Ps8-790 SPECIAL CLASS METHODS. The development of experiences which provide optimum conditions of growth for the mentally retarded child; the mental equipment of the individual children, different degrees of retardation and their causes, and disorders of behavior which frequently are concomitant; types of curricula and organization of methods considered; language arts, quantitative thinking, and evaluative techniques; this course meets the requirements toward State Certification to teach in a Special Class. Spring, TBA, (M–B) 3 sem. hrs.

SOCIOLOGY

So7-100 INTRODUCTION TO SOCIOLOGY. The nature of group behavior and social interaction through the analysis of the structure and values of human groups. Fall, Brooker, (M–B) 3 sem. hrs.

So7-120 SOCIOLOGY OF THE FAMILY. A comparative cross-cultural approach to the study of family systems. with an emphasis upon the effects of social change. Fall, Khlief, (W–A) 3 sem. hrs.

So7-150 COURTSHIP AND MARRIAGE IN AMERICA. American customs of courtship and marriage; attention given to past and present marital laws, theories of mate selection, marital prediction, and marital roles. Spring, Pizziferri, (T–B) 3 sem. hrs.

So7-205 SOCIAL SCIENCE RESEARCH. Preparing students majoring in sociology and economics for undertaking research projects; research methodology and presentation of data; field problems used as vehicle of instruction. Prerequisite: So7-100. Spring, Goss, (Th–B) 3 sem. hrs.

So8-280 COLLECTIVE BEHAVIOR. The interactive processes by which new norms and forms of social organization emerge in the crowd, the public, and the social movement; attention given to those forms of collective behavior which are most productive of social change. Prerequisite: So7-100. Fall, Pizziferri, (T–B) 3 sem. hrs.

So8-300 MEDICAL SOCIOLOGY. Concentration on two related areas within the field – 1) the social organization of hospitals, the patterns of interaction within which doctors, nurses, patients and staff function, the attitudes held by the medical staff toward terminal patients and death in the hospital setting, 2) mental

hospitals and the social-psychological processes of becoming a patient, the processing of the patient within the hospital, and the career of the patient; discussions in both areas emphasizes interpersonal relations between doctors, nurses, hospital staff, patients, and patients' families within the hospital setting and outside it. Prerequisite: So7-100. Spring, Khlief, (W—A) 3 sem. hrs.

So8-340 **URBAN SOCIOLOGY.** The history of the city; the urban phenomena including the social psychology of man in the city, the city as a social system and urban problems connected with social planning in urbanized areas; the contemporary American metropolis with some attention to cross-cultural urban phenomena as well. Prerequisite: So7-100 and one other content course. Fall, Zellman, (M—A) 3 sem. hrs.

So8-360 **SOCIAL PROBLEMS.** A critical analysis of the social, political, urban and industrial changes in American society, introducing specific problems of contemporary American life. Prerequisite: So7-100. Spring, Zellman, (M—A) 3 sem. hrs.

So8-370 **JUVENILE DELINQUENCY.** The social and legal phenomena surrounding youthful offenses and offenders; the postulates of sociological studies and theories, both classical and contemporary; the conditions, causes, consequences, and correctional aspects of deviant behavior considered in the context of community responses, popular and procedural, past and present. Fall, Goss, (Th—B) 3 sem. hrs.

So8-375 **CRIMINOLOGY.** Crime within a theoretical perspective including formulation and application of definitions of crime and criminality; the development of criminal behavior, and the construction of concepts of criminality; the ideas of justice and individual freedom as they are found in the contemporary literature of the sociology of crime as well as the mechanisms of investigation, apprehension, judgement, incarceration, parole, pardon, probation, etc. Prerequisite: Introduction to Sociology. Spring, Brooker, (M—B) 3 sem. hrs.

So8-380 **CONTEMPORARY SOCIAL THEORY.** The analytic devices, conceptual schemes, and models used by contemporary theorists; structural sociology and the ongoing process of theory development. Spring, Zeadey, (T—A) 3 sem. hrs.

SPANISH

Sp8-100 **SPANISH PRACTICUM I.** A third semester continuation of Fundamental Spanish I and II; for persons wishing to establish better communication and understanding with Spanish-speaking people with whom they might come in contact in their professions or daily

life; for students who need to make up Intermediate Spanish credits and find it impossible to do so during the regular scholastic year; attention given to speaking-listening, reading and writing; through more advanced readings (newspapers, magazines, etc), a cultural appreciation of Spain and Hispanic America is presented; oral fluency reinforced by regular class participation. Prerequisites: 1 year college Spanish or equivalent. Fall, Shea, (T—A) 3 sem. hrs.

Sp8-200 **SPANISH PRACTICUM II.** A continuation of Spanish Practicum I. Spring, Shea, (T—A) 3 sem. hrs.

Sp8-250 **ADVANCED SPANISH CONVERSATION.** Intensive conversational practice to improve fluency and naturalness in the use of everyday and idiomatic language and the development of a comprehensive, practical vocabulary; selective review of grammar. Prerequisite: Intermediate Spanish and/or the consent of the Instructor. Fall, Alcala, (W—B). Spring, TBA, (W—B) 3 sem. hrs.

Sp8-330 **FOUNDATIONS OF BILINGUAL-BICULTURAL EDUCATION.** The rationale for bilingual education, its typology and survey of successful programs; the provisions of Title VII and the Massachusetts bilingual law. Prerequisite: Recommended: "Psychological Foundations of Education", and "The Latin Americans in the United States". Fall, TBA, (T—B). Spring, TBA, (M—A) 3 sem. hrs.

Sp8-375 **LATIN AMERICA IN THE U.S.A.** Survey of the Latin Americans in the U.S. — their national origin, distribution, socio-cultural situation, organizations and attitudes vis-a-vis the native Americans, examination of what Latin Americans want and what they are doing for their future; special attention given to the Spanish-speaking community of the area. Prerequisite: adequate command of spoken and written Spanish. Fall, TBA, (M—B) 3 sem. hrs.

Sp8-380 **CONTEMPORARY HISPANIC THEATRE.** Contemporary developments in Hispanic drama from Benevente to the present. Fall, Shea, (Th—A) 3 sem. hrs.

Sp8-385 **SPANISH FOR COMMUNICATION.** Vocabulary and expressions related to daily life in the Spanish-speaking community; conversation with natives from the Hispanic community under the direction of a course coordinator. Prerequisite: good command of spoken Spanish. Fall, TBA, (Th—B) 3 sem. hrs.

Sp8-430 **HISTORY AND CULTURE OF PUERTO RICO.** The country in the line with "The Hispanic World". Prerequisite: Adequate command of spoken and written Spanish. Spring, TBA, (Th—B) 3 sem. hrs.

Sp9-100 **SPECIAL TOPICS.** Very advanced conversation class; evaluation based not only on the oral proficiency but also on the knowledge of the subject matter discussed; topics to be discussed will be decided by the students and the professor at the beginning of the semester.

Prerequisite: Good command of oral Spanish. Spring, Staff, (W—A) 3 sem. hrs.

Sp9-425 CONTEMPORARY LATIN AMERICAN NOVEL. A selective survey of the Latin-American Novel since World War I; introspective psychological analysis and sociological objectivity; repercussions of modern ideologies in Spanish-American narrative forms; socio-cultural problems of Spanish America as seen through its novel. Prerequisite: Adequate command of spoken and written Spanish. Spring, TBA, (Th—A) 3 sem. hrs.

URBAN STUDIES

Ur7-203 HUMAN IDENTITY AND THE URBAN ENVIRONMENT. A number of selected readings portraying a broad spectrum of human needs and aspirations used to provide an understanding of the varied perceptions of individuals residing in urban areas; the capacity of urban residents to adapt to new patterns of social interaction and to a change-oriented environment. Fall, Langlois, (T—B) 3 sem. hrs.

Ur8-213 AMERICAN METROPOLITAN EVOLUTION. Tracing the rise of metropolitan America using a variety of social science approaches and seeking to identify important themes and contours in our nation's urban evolution; topics to be selected from among the following — the city in American civilization, location and function of American cities, the role of land-use patterns in urban development, transitions from pre-industrial to industrial, the influences of technology, the economics of urbanization, population growth and demographic characteristics, industrial impact on the social order, social stratification and power, location of activities in cities, systems of cities, suburban and satellite growth, the city as a cultural force, and the rise of megalopolis. Spring, Staff, (W—B) 3 sem. hrs.

Ur8-214 SOCIAL WORK IN THE URBAN SOCIETY. The organized efforts to meet the welfare needs of individuals and groups through federal, state, local and community-based institutions, agencies and programs; particular reference to the Commonwealth of Massachusetts; students are encouraged to participate in the field work activity. Fall, TBA, (Th—B) 3 sem. hrs.

Ur8-215 WORCESTER: THE RISE OF THE CITY AND ITS PEOPLE. The evolution of Worcester from agricultural hamlet to industrial city seen both from an historical perspective and from the view of various social sciences; important theories of urban development, the role of transportation and technology, patterns and experiences of immigrants, ethnic community development, the role of institutions, intra-group and inter-group relations and antagonisms, land-use patterns, and the city in regional and national affairs; these social science theories and insights will be

applied to Worcester as a case study. Fall, Powers, (W—B) 3 sem. hrs.

Ur8-320 **HUMAN NEEDS AND SOCIAL SERVICES.** Introduction to the origins, goals, values and methods of urban social agencies; identifying basic human needs of urban dwellers, especially those of minority groups, the poor, the aged, the informed and the young. Spring, TBA, (Th—B) 3 sem. hrs.

REGISTRATION
BY
MAIL

SPRING SEMESTER
WORCESTER STATE COLLEGE

USE INK – PRINT ALL ENTRIES IN CAPITAL LETTERS

MAIL TO:
Graduate Education & Special Program
Worcester State College
486 Chandler Street
Worcester, MA 01602

NAME..... Male ..... or Female .....
(last) (first) (middle)

RESIDENTIAL

Address .....
(street) (town) (state) (zip code)

Telephone..... .....
(home) (business) (Social Security Number)

IS THIS YOUR FIRST CONTINUING STUDIES COURSE AT WORCESTER STATE COLLEGE? Yes ( ) No ( )

COURSES FOR WHICH YOU ARE REGISTERING

course number	course title	Credit status *	semester hours

* GRD – GRADUATE UG – UNDER GRADUATE AUD – AUDIT PG – POST GRADUATE

STUDENT'S SIGNATURE .....
(Please write your name)

OFFICE USE ONLY

Total Amt. Pd. .....
Bank or M.O. No .....
Reg. Fee .....
Late Fee .....
Change Fee .....
Lab Fee .....
TOTAL.....
REFUND .....
NET .....

REGISTRATION
BY
MAIL

FALL SEMESTER
WORCESTER STATE COLLEGE

USE INK – PRINT ALL ENTRIES IN CAPITAL LETTERS

MAIL TO:
Graduate Education & Special Program
Worcester State College
486 Chandler Street
Worcester, MA 01602

NAME ..... Male ..... or Female .....
(last) (first) (middle)

RESIDENTIAL
Address .....
(street) (town) (state) (zip code)

Telephone ....
(home) (business) (Social Security Number)

IS THIS YOUR FIRST CONTINUING STUDIES COURSE AT WORCESTER STATE COLLEGE? Yes ( ) No ( )

COURSES FOR WHICH YOU ARE REGISTERING

course number	course title	Credit status *	semester hours

* GRD – GRADUATE UG – UNDER GRADUATE AUD – AUDIT PG – POST GRADUATE

STUDENT'S SIGNATURE .....
(Please write your name)

OFFICE USE ONLY

Total Amt. Pd. .....
Bank or M.O. No .....
Reg. Fee .....
Late Fee .....
Change Fee .....
Lab Fee .....
TOTAL .....
REFUND .....
NET .....

This Catalog was designed and edited by the WSC Office of Information Services.
Composition: Jeanne E. Fisette *Layout: Kate Cyr*

Division of Graduate Education &
Special Programs
Worcester State College
Worcester, MA 01602

Non Profit Org.
U.S. Postage
PAID
Worcester, Mass.
Permit No. 500